DOCUMENT RESUME

ED 202 845 SP 018 248

AUTHOR	McGaw, Barry; And Others
TITLE	Teacher Education Policies for Australia. An Empirical Investigation of Policy Preferences. Final Report. Delphi Teacher Education Policy Study.
INSTITUTION	Murdoch Univ., Western Australia (Australia).
SPONS AGENCY	Australian Advisory Committee on Research and Development in Education, Canberra.
REPORT NO	ISBN-0-86905-043-5
PUB DATE	Aug 79
NOTE	551p.
EDRS PRICE	MF02/PC23 Plus Postage.
DESCRIPTORS	*Educational Assessment; *Educational Attitudes; Educational Improvement; *Educational Needs; *Educational Planning; *Educational Policy; Foreign Countries; National Competency Tests; Professional Recognition; Schools of Education; *Teacher Education Programs; Teacher Role; Teacher Welfare
IDENTIFIERS	*Australia

ABSTRACT

This study explored the range of future policies preferred by a selected sample of Australian educators and identified the grounds on which the preferences were based. Seventy-eight policy options for teacher education in Australia were identified through workshop participants and examination of reports of inquiries and investigations in Australia, the United Kingdom, and the United States. The policies were concerned with practices at the level of teacher education institutions and with national and state administration. The desirability of each policy was established through a Delphi study with a national sample of senior government administrators, heads of teacher education programs, academic staff of teacher education programs, teachers and parents of school children, and student teachers. The results can be grouped under three themes: (1) A national perspective was advocated, as much for funding reasons as for the advantages in coordinating activities; (2) There was concern that the standards and status of teachers be raised; and (3) Respondents wanted the support of teacher education increased to the level of that provided for other professions with an emphasis on quality rather than on quantity. An appendix provides detailed analyses of the responses. (Author/FG)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED 202 845

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Barry McGaw

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

DELPHI
TEACHER
EDUCATION
POLICY
STUDY

TEACHER EDUCATION POLICIES FOR AUSTRALIA

An Empirical Investigation of Policy Preferences

Barry McGAW
Ronald K. BROWNE
Terence J. TURNER

DELPHI TEACHER EDUCATION POLICY STUDY

TEACHER EDUCATION POLICIES FOR AUSTRALIA

An Empirical Investigation of Policy Preferences

Barry McGaw
Murdoch University

Ronald K. Browne
Australian Education Council

Terence J. Turner
Department of Education, Queensland

Final Report of a research project funded by the
Education Research and Development Committee.

August 1979

Published and Printed by:

Murdoch University
Murdoch
Western Australia 6153

August 1979

ISBN 0 86905 043 5

PREFACE

This report presents the findings of a national study of teacher education policies for Australia. It is a wide-ranging study of the policy preferences of various groups with an interest in teacher education--senior administrators in education systems employing teachers and in coordinating authorities with responsibility for tertiary education institutions, those conducting teacher education programs, teachers, student teachers and parents of school age children.

The study was supported by a grant from the Australian Advisory Committee on Research and Development in Education (now the Education Research and Development Committee) and through the staffs and resources of the Research and Curriculum Branch of the Queensland Department of Education and the Darling Downs Institute of Advanced Education. The Australian Council for Educational Research compiled a sample of schools for use in the study. Support in the preparation of the manuscript was provided by Murdoch University and the Northwest Regional Educational Laboratory, Portland, Oregon.

Much of this institutional support was provided through the direct contribution of individuals. Jarvis Finger and his staff in the Information and Publications Section of the Research and Curriculum Branch typed and printed our complex questionnaires. In the preparation of the manuscript, Valerie Kelly at Murdoch University with the Appendices and Vicky Kerr at the Northwest Regional Educational Laboratory with the text of the report were cheerful and indefatigable in spite of tight deadlines. Peter Rees, as Research Assistant when the results were being analyzed, made an extremely valuable contribution to the interpretations presented in this final report.

The methodology developed for the study has been reported earlier (Browne, McGaw and Turner, 1973) and discussed in the context of a substantial review of applications of similar methodologies in policy research in Education (McGaw, Browne and Rees, 1976). The substantive results of the study have been presented in part at conferences of the Australian College of Education and the South Pacific Association of Teacher Education. Material has also been used in presentations to meetings of teacher educators and groups such as education policy committees of political parties. This report provides a consolidated presentation of all of the results of the study for the first time.

Virtually all of the issues addressed remain the subject of current debate as a reading of the report will make evident. In a few cases changes in context have altered the nature of the debate. For example, the transfer of total funding responsibility for all tertiary institutions to the Commonwealth Government has altered the grounds of the debate about regionalization or centralization of coordination but the judgments of respondents in this study remain relevant. Similarly the sudden and recent change from a severe undersupply of teachers to an oversupply has changed the focus of the concern but has not diminished the debate about the need for coordinated institutional developments.

The recent establishment by the Australian Education Council of an inquiry into teacher education makes the publication of this report timely. It contains the judgments of a large national sample of people with an interest in teacher education, both as producers and consumers, on a large number of important policy questions.

B. McG.
R. K. B.
T. J. T.

June 1979

CONTENTS

Page

PREFACE . . . (iii)

1. INTRODUCTION . . . 1
    1.1 Doubt and Debate About Teacher Education in Australia . . . 1
    1.2 Purpose of This Study . . . 3

2. SELECTION OF POLICIES . . . 7
    2.1 Sources of Policies . . . 7
        2.1.1 Invitational workshop . . . 7
        2.1.2 Reports and documents . . . 8
    2.2 Statement of Policies . . . 8

3. THE DELPHI TECHNIQUE . . . 17
    3.1 Development of the Technique . . . 17
        3.1.1 Exploratory applications . . . 17
        3.1.2 Normative applications . . . 19
        3.1.3 The didactic Delphi . . . 19
        3.1.4 Studies of the methodology . . . 20
    3.2 Delphi Studies in Education . . . 23
        3.2.1 Exploratory studies . . . 23
        3.2.2 Normative studies with expert respondents . . . 24
        3.2.3 Normative studies with interest groups as respondents . . . 26
    3.3 Value of the Technique . . . 29

4. DESIGN OF THE STUDY . . . 31
    4.1 The Delphi Rounds . . . 31
        4.1.1 Round 1 . . . 31
        4.1.2 Round 2 . . . 32
        4.1.3 Round 3 . . . 33
    4.2 Sample of Respondents . . . 34
        4.2.1 Selection of sample . . . 34
        4.2.2 Response rates . . . 36
    4.3 Statistical Analyses . . . 39
        4.3.1 Intermediate analyses for subsequent rounds . . . 39
        4.3.2 Analyses of final round responses . . . 40

5. ANALYSES OF SYSTEM LEVEL POLICIES . . . 45
    5.1 Patterns of Provision of Teacher Education (Policies 1.1-1.8) . . . 45
        5.1.1 Types and purposes of institutions . . . 46
        5.1.2 Provision of specialist programs . . . 51
    5.2 Funding of Teacher Education (Policies 2.1-2.4) . . . 53
    5.3 National Planning for Teacher Education (Policies 3.1-3.4) . . . 55
    5.4 Provision of Student Scholarships (Policies 4.1-4.3) . . . 59
    5.5 Entry to Teacher Education Programs (Policies 5.1-5.7) . . . 61
        5.5.1 Selection criteria . . . 62
        5.5.2 Accessibility of programs . . . 63
    5.6 Registration of Teacher Education Graduates (Policies 6.1-6.3) . . . 66

CONTENTS - Continued

Page

5.7 In-service Education of Teachers (Policies 7.1-7.9) 68
    5.7.1 Induction of beginning teachers 70
    5.7.2 Continuing professional education 71
    5.7.3 Integration of pre-service and in-service education 74

6. ANALYSES OF INSTITUTION LEVEL POLICIES. 77
6.1 Structure of Teacher Education Programs (Policies 8.1-8.9) 77
    6.1.1 Form of programs. 78
    6.1.2 Flexibility in program structure. 80
6.2 Content of Teacher Education Programs (Policies 9.1-9.16). 83
    6.2.1 Program balance 84
    6.2.2 Compulsory components 88
    6.2.3 Optional components 90
6.3 Provision of Teaching Practice (Policies 10.1-10.15) . . . 91
    6.3.1 Form of teaching practice 93
    6.3.2 Amount of teaching practice 94
    6.3.3 Cooperation of schools and teacher education instituions 95

7. THE NEEDS OF TEACHER EDUCATION. 99
7.1 A National Perspective 99
7.2 Improved Quality of Student Teachers 101
7.3 Improved Quality of Teacher Education. 103
7.4 Epilogue 105

REFERENCES 107

APPENDICES

A. ANALYSES OF FINAL ROUND RESPONSES A-1

B. SEQUENCE AND FORMAT OF QUESTIONNAIRES B-1

C. STATISTICAL ANALYSIS PROCEDURES C-1

1. INTRODUCTION

1.1 DOUBT AND DEBATE ABOUT TEACHER EDUCATION IN AUSTRALIA

Among professional groups in Australia, teachers are numerically by far the largest. The education of teachers is, therefore, a substantial and costly enterprise. Its history, particularly its development in the post-war period, has been documented (e.g., Maclaine, 1974, pp. 219-237) and its further development has been charted by numerous committees of inquiry. Some have addressed the question of teacher education in the context of more general inquiries into tertiary education (e.g., Ramsay Report, 1963; Martin Report, 1964-5; Jackson Report, 1967; Partridge Report, 1975; Partridge Report, 1978; Anderson Report, 1978), some within the context of more general inquiries into primary and secondary education (e.g., Ramsay Report, 1960; Karmel Report, 1971; Karmel Report, 1973; Williams Report, 1979) and a few have addressed it directly (e.g., Murphy Report, 1971; Senate Report, 1972).

Reports of inquiries such as these and the regular reports of the Federal and State Commissions and Committees with responsibilities for the tertiary education sector have had important influences on teacher education in Australia in recent years. Yet much controversy remains about its further development. There is controversy about the nature and extent of coordination desirable within the system of teacher education and about whether the coordination should be exercised at a National or State level. There is controversy about the specific form and content of teacher education.

Debate about the need for coordination and rationalization began during a period of serious teacher shortage in the 1960s and early 1970s when the concern was to produce a reasonable supply of teachers, particularly in specialist areas, throughout the continent. More recently, in a period of increasing oversupply of teachers, attempts generally to contain the costs of tertiary education have sharpened the debate about rationalization from an altogether different perspective.

This debate raises questions about the relative authorities of State and Federal agencies and, inevitably, political questions about States' rights and national centralization in the development of higher education. It becomes a question of whether there should be two-stage coordination, firstly within States and then between States, or whether only one level of coordination is required. And if only one--State or National? In relation to the role and power of the coordinating authorities, questions of institutional autonomy also arise.

Controversy about the form and content of teacher education reflects differences of opinion on a number of issues. There is disagreement about the balance to be struck between campus based instruction and practical teaching experience in schools, and within campus instruction, between professional studies and general studies in the humanities and sciences, and within professional studies, between more theoretical and more applied studies. There are also differences of opinion about the extent to which students' programs should be prescribed in these respects or left to the students' choices.

Beyond these arguments about the curriculum for teacher education, there are further differences of view about issues such as criteria for selection of entrants to programs and the continuing professional education of the programs' graduates through in-service education courses.

The lack of consensus on these crucial issues has long been clear. Partridge (1968) observed that "the future of teacher education is an open and strongly contested issue. But those who agree in disliking existing arrangements do not agree about the better alternatives" (p. 185). This lack of agreement was explicitly acknowledged by the

Australian College of Education (1977) in its submission to a Queensland inquiry into teacher education. It referred to demands, on the one hand, that teacher education should emphasize more the acquisition of specific classroom competencies by beginning teachers and, on the other, that programs should be sufficiently general to increase graduates' prospects of finding employment other than teaching if sufficient teaching positions were not available. In view of the uncertainty and lack of consensus the College's submission argued for a maintenance of diversity.

1.2 PURPOSES OF THIS STUDY

The present study is not based on any assumption that consensus on issues such as those under debate can readily or even necessarily be achieved. Nor is it based on any belief that diversity should be abandoned and uniformity sought. It is, in fact, an attempt to explore the range of future policies which various people would prefer and to identify the grounds on which those preferences are based.

The study deals with a set of 78 policy options for teacher education in Australia. Some of the policies propose system level changes, dealing with National and State issues. Some propose changes within institutional program structures and content. The procedures by which the policies were selected for study are described in Chapter 2 of this report. A complete categorized list of all the policies is also provided.

A national sample of participants for the study was chosen to represent senior educational administrators, heads of teacher education programs, lecturers in teacher education programs, teachers, parents and student teachers. Their judgments of the policies and of potential consequences of policy implementation were obtained. For the policies, judgments of desirability were obtained. For the potential consequences, judgments of desirability and of the likelihood of occurrence following policy implementation were obtained.

The type of systematic analyses of policy preferences provided in this report can serve the planning process in a number of ways. Information about policies which various groups of people would prefer to see implemented can be of direct value to those in a position to make policy choices. Information about the anticipated consequences of policy implementation can also be valuable. Policy makers and administrators can be alerted to the need for additional action by expectations of undesirable consequences of a policy, even a policy which is itself judged to be highly desirable. These actions can be taken to minimize the likelihood of the undersirable consequences occurring or to reduce their impact. Information about the anticipated desirable consequences of a policy can alert policy makers to outcomes which might be sought by other means if the policy itself is not to be adopted.

Policy preferences and judgments of the consequences were explored with a modification of the Delphi technique developed at Rand Corporation in 1953 (Dalkey, 1969) for examining urgent defence problems and collecting views about future events which might impinge on military planning. The nature of the Delphi technique is discussed fully in Chapter 3 where various modifications to the technique and applications in policy studies in Education are also reviewed. The design of the present study, including the modifications made to the Delphi technique, the sampling procedure and the statistical analyses used, is outlined in Chapter 4. The sequence and format of the questionnaires used are set out in

Appendix B. More technical details of the statistical analyses are presented in Appendix C.

The 78 policies in the study are divided into two broad sets for discussion in the report. Chapter 5 provides the conclusions for the 38 policies which involve system considerations at State or National level. Chapter 6 provides the conclusions for the 40 policies which deal with the structure and content of the programs offered by teacher education institutions.

The summary comments of Chapters 5 and 6 do not contain all the detail of the judgments about each policy. Readers with an interest in particular policies should consult the more detailed results in Appendix A for complete information on each policy and its potential consequences. Chapters 5 and 6 can be read without reference to the Appendix, however, by readers seeking a general picture of the judgments of groups of policies.

A final overall summary, with further loss of specific detail, is provided in Chapter 7. It presents the general pattern of views of the policies but necessarily does not contain the fine detail given in Appendix A about the bases of the views or even much of the detail of disagreements among the groups. Those wanting a general picture of the results should find this chapter useful. Those interested in detailed judgments about policies cannot avoid Appendix A.

2. SELECTION OF POLICIES FOR STUDY

2.1 SOURCES OF POLICIES

2.1.1 Invitational Workshop

The principal source of policies for investigation in this study was an invitational workshop convened by the authors to generate policies worthy of consideration for future implementation in Australia. The Workshop was held at the Darling Downs Institute of Advanced Education in Toowoomba, Queensland in May 1973 and involved 22 participants.

Formal input to the workshop was provided through papers presented by four of the participants. These participants, and the titles of their papers, were: P. W. Hughes, "Trends in teacher education in the U.S. and the U.K."; W. G. Walker, "Teacher Education in Australia: The next ten years"; G. T. Evans, "Some prospects for teacher education in Australia"; and G. W. Bassett, "Teacher education in Australia: A critical comment." The four papers were reproduced in a project report (Browne, McGaw and Turner, 1973).

The discussion of each of the papers was recorded in order to obtain the insights and comments of other participants. These records of the discussions, together with the papers themselves, were valuable sources of policy statements.

At the end of the two-day workshop, all participants were asked to list new policies for teacher education in Australia which they believed should be implemented. These lists were added to those which the authors derived from the manuscripts and the workshop discussions for subsequent editing.

2.1.2 Reports and Documents

Existing reports on Australian teacher education such as the Murphy Report (1971) for Queensland and the Senate Report (1972) were valuable local sources of policy statements. Relevant overseas documents were also used. The James Report (1972) from Great Britain was particularly helpful. Reports from the "model programs" in the United States of America were also valuable.

In the case of the overseas reports, their value lay in highlighting particular specifications of policies to meet needs or match proposals highlighted by the workshop proceedings or the Australian reports. Policies were not included in the study simply for their novelty. An attempt was made to select those with genuine relevance for future developments in Australia. The Australian sources, together with the authors' own judgments, were taken as the guides to relevance.

2.2 STATEMENT OF POLICIES

No particular structure was used to constrain the range or number of policies finally selected in any particular area. The total number had to be kept within limits and a set of 78 was finally chosen. These policies have been grouped into coherent subsets to facilitate the presentation in this report. The full text of all policies is set out below. Full policy statements are also included with the results in Appendix A. Abbreviated statements are included in Chapters 5 and 6 to facilitate the presentation of the integrated discussions in those chapters.

SYSTEM LEVEL POLICIES

1. *Patterns of Provision of Teacher Education*

1.1 Colleges of Advanced Education and Teachers' Colleges shall provide programs of teacher preparation while Universities shall not train teachers but shall offer theoretical studies in Education.

1.2 All new teacher education programs shall be planned as part of multi-purpose tertiary institutions (i.e., institutions that provide courses in a variety of fields and professions).

1.3 All single purpose teacher education institutions shall be broadened into multi-purpose institutions.

1.4 Where a single purpose teacher education adjoins a University it shall be incorporated into the University.

1.5 Religious organizations that presently train teachers for their schools shall be encouraged to send their student teachers to non-sectarian teacher education institutions which could then provide courses in the teaching of religion.

1.6 A Department of Special Education shall be established in at least one tertiary institution in each State.

1.7 Some teacher education programs in each State shall include the preparation of teachers to conduct classes for Aboriginal and migrant groups.

1.8 At least one teacher education institution in each State shall provide an optional course in the teaching of religion.

2. *Funding of Teacher Education*

2.1 The financing of all teacher education programs, both pre-service and in-service, shall be the responsibility of the Australian Government.

2.2 The funding of teacher education programs shall be at a level at least equivalent to other comparable tertiary programs of professional preparation, e.g. Social Work.

2.3 The Australian Government shall provide capital and recurrent funds for the establishment and maintenance of pre-school teacher preparation facilities within teacher education institutions.

2.4 The Australian Government shall provide financial assistance (capital and recurrent) on the same basis as for government institutions, to all non-government teacher education programs which satisfy the required standards.

3. *National Planning for Teacher Education*

3.1 *National basic standards for accrediting teacher education institutions shall be developed to cover staff, resources, students and program.*

3.2 *A permanent national liaison committee shall be developed to ensure optimum development of teacher education in all institutions and that in such development encouragement be given to diversity, innovation and experimentation.*

3.3 *Projections of future needs for teachers shall determine the extent of provision of different types of courses of teacher education (e.g. primary vs. secondary; science/mathematics vs. humanities) at different institutions.*

3.4 *There shall be a national system for the exchange of staff among teacher education institutions.*

4. *Provision of Student Scholarships*

4.1 *A uniform system of scholarships, to include full fees and a living allowance, shall be instituted for the whole tertiary system of education, embracing all areas of professional preparation (including teacher education).*

4.2 *The Australian Government shall collaborate with the State Governments in providing scholarships, to include full fees and a living allowance, at competitive rates to attract sufficient numbers of students to teacher education programs to meet projections of teacher needs.*

4.3 *The bonding of students on government scholarships shall be discontinued.*

5. *Entry to Teacher Education Programs*

5.1 *Admission to teacher education programs shall be based in part on personal qualities (e.g. attitudes, motivation, experience) other than academic achievement.*

5.2 *In the entry requirements for teacher education programs there shall be generous provision for persons who do not possess the specified qualifications yet who are strongly motivated to teach and give promise of becoming effective teachers.*

5.3 *When selecting students for a teacher education program preference shall be given to those who have had a break of a year or more since completing their secondary education.*

5.4 The use of lower standards of entry to teacher education programs for males than for females, in order to obtain sufficient males for school staffs, shall be discontinued.

5.5 Aborigines shall be given special consideration and concessions, including lower entry standards, for entry to teacher education programs.

5.6 Studies for qualification as a special teacher (e.g. studies in remedial teaching for the teaching of handicapped children) shall be undertaken only by qualified and experienced teachers.

5.7 Students shall be able to transfer freely from one teacher education institution to another throughout Australia.

6. Registration of Teacher Education Graduates

6.1 The Australian Government shall initiate a system whereby common registration of teachers and recognition of qualifications (including overseas qualifications) can be established for all the States and Territories of Australia.

6.2 Teachers trained in accredited non-government teacher education institutions shall be fully recognized within the various government systems and vice-versa.

6.3 Registration as a teacher shall be dependent upon a successful internship as judged by the school and the teacher education institution.

7. In-service Education of Teachers

7.1 There shall be integrated planning of pre-service and in-service programs of teacher education.

7.2 A teacher's initial appointment shall be a one-year internship on reduced salary, with responsible supervision by a more senior member of the school staff and by a staff member from his former teacher education program.

7.3 The new teacher in his first year of teaching shall be released for attendance at a professional centre for the equivalent of not less than one day per week, with the possibility of extended periods of attendance being arranged.

7.4 In-service courses shall be provided for upgrading the status of two and three year trained teachers to three and four year trained status.

7.5 *All work undertaken by teachers in in-service education programs shall be credited towards a degree or other tertiary award.*

7.6 *All teachers shall be given leave with pay for in-service education, for the equivalent of at least one term per seven years service.*

7.7 *There shall be vastly increased provision of summer and part-time courses for the improvement of the qualification of teachers.*

7.8 *To accommodate in-service programs there shall be a national network consisting of professional centres within teacher education institutions and teachers centres.*

7.9 *Professional centres with full-time staff, to be developed for the further education of teachers, shall be involved in the in-school training of student teachers.*

INSTITUTION LEVEL POLICIES

8. *Structure of Teacher Education Programs*

8.1 *All accredited three or four year teacher education programs shall be degree courses*

8.2 *Pre-service teacher preparation shall be a minimum of four years.*

8.3 *The time taken by a student teacher to complete a teacher education program shall not be fixed but rather be dependent entirely on how quickly he develops the skills required by the program.*

8.4 *In three or four year teacher education programs, two years of general tertiary education shall precede prefessional preparation for teaching.*

8.5 *Pre-service teacher preparation shall occur concurrently with, rather than after, the general tertiary education of the student teacher.*

8.6 *Choice of specialty (e.g., pre-school) shall be deferred at least until after the first year of a three or four year teacher preparation program.*

8.7 *Three and four year teacher education programs shall be structured so that the student teachers have the opportunity to alter their choice of vocation in the early part of their studies.*

8.8 *There shall be adequate provision within teacher education institutions for the re-training of ex-teachers seeking re-appointment as teachers.*

8.9 *Teacher education institutions shall cater for the preparation of teachers who wish to teach students other than school children, e.g. student nurses.*

9. *Content of Teacher Education Programs*

9.1 *Three-quarters or more of a three or four year teacher education program shall deal directly with theoretical studies in education and with teaching practice, as opposed to general studies in the humanities and sciences.*

9.2 *All intending primary school teachers shall specialize in a subject area (e.g. mathematics).*

9.3 *Only those theoretical studies of education which contribute to effective teaching shall be included in pre-service programs (i.e. history of education, etc. shall be excluded).*

9.4 *Each teacher education institution that provides general programs of teacher preparation shall, in addition, specialize in certain subjects or areas of professional specialization (e.g. physical education, or teaching children with specific learning difficulties) in which they could become centres of excellence.*

9.5 *Teacher education programs shall prepare students, not for one specific school system (e.g. State School system), but so they are able to teach in any major school system in Australia.*

9.6 *Student teachers shall be strongly encouraged to gain experience in an overseas education system during their course.*

9.7 *Teachers shall be prepared so that they specialize for work at particular age levels (e.g. pre-school, primary, etc.) but are also able to teach at other levels.*

9.8 *Some coursework dealing with the recognition of children with special learning difficulties shall be incorporated in all general teacher education programs.*

9.9 *Teacher education programs shall provide course options in Aboriginal studies.*

9.10 *Consideration of the function of education in a diversity of cultures shall be a compulsory experience in teacher education programs.*

9.11 There shall be a specialist course in school administration in pre-service programs of teacher education.

9.12 Teacher education programs shall be oriented towards the personal development of the student teacher through, in part, the provision of a guidance service and counselling at the teacher education institution.

9.13 In a teacher preparation program exphasis shall be placed, in the advanced phase, on instructing the student in curriculum development procedures.

9.14 Training in human relations shall be emphasized in teacher education programs.

9.15 The student teacher shall be taught not only how to develop the intellectual and academic skills of his pupils but also to develop their personal and social well-being.

9.16 Student teachers shall play a part in planning and evaluating the programs of teacher education in which they are enrolled.

10. Provision of Teaching Practice

10.1 Students shall spend at least two or three weeks in a school as teacher-aides, immediately before embarking on the first year of their teacher preparation.

10.2 Extensive support and supervision shall be provided for student teachers during teaching practice, particularly in the first year.

10.3 To improve the teaching skills of student teachers, teaching practice with small groups of children for short periods, followed by critical analysis with a supervisor, shall be used as a supplement to teaching of whole classes for regular school periods.

10.4 Teaching children in groups of varying ages and levels shall be emphasized in practice teaching.

10.5 During teaching practice the student teacher shall have some experience in working, not alone, but in a team of student teachers, in which each one has a definite role as the team teaches a group of children.

10.6 The student teacher shall be given teaching practice at different schools during the teacher education program.

10.7 For practice teaching the student teacher shall spend at least one period of a full term in a school, preceded and followed by instruction in the teacher education institution.

10.8 A considerable proportion of a teacher education program shall be spent in schools (an average of 2-3 days per week).

10.9 *The teacher education institution rather than the school or school system, shall select the teachers to supervise the student teachers during their teaching practice in the school.*

10.10 *The Principal of the school at which practice teaching is undertaken shall have a significant part to play in coordinating the aims of the teacher education institution and the aims of the teachers who supervise the student teachers.*

10.11 *Supervision of student teachers by experienced teachers during teaching practice shall be accepted as a professional responsibility for which no payment is made.*

10.12 *Yearly courses, the equivalent of three or four days, shall be provided for teachers who supervise student teachers during their teaching practice, to prepare them for this role.*

10.13 *Teachers who supervise student teachers during their teaching practice shall be provided with the opportunity for closer contact with the teacher education institution by voluntary attendance at some of the courses taken by the student teachers at the institution.*

10.14 *There shall be regular interaction between academic staff in teacher education programs and supervising teachers in practice schools.*

10.15 *Staff of teacher education programs shall keep in touch with classroom realities through regular periods of classroom teaching in schools.*

Care was taken in the wording of the policies to ensure that they would be understandable to respondents such as the parents who might have little prior knowledge of the policy area. Where necessary more lengthy statements were used, including parenthetical explanations, to achieve this. Technical terms, such as micro-teaching for Policy 10.3, were avoided for the same reason.

3. THE DELPHI TECHNIQUE

The Delphi technique, which was used in this study, has been used in various forms in many policy studies. The development and modification of the technique and its applications in policy studies in Education are reviewed in this chapter. The review is based on a more extensive review already published (McGaw, Browne and Rees, 1976).

3.1 DEVELOPMENT OF THE TECHNIQUE

3.1.1 Exploratory Applications

The Delphi technique is a method of eliciting opinions or judgments which provides respondents with an opportunity to revise earlier views when presented with additional information. The typical Delphi sequence takes the form of a series of questionnaires, in the second and subsequent members of which the respondent is provided with information derived from earlier members, information such as the average opinion and range of opinions of other respondents on the topics being investigated. In some cases, reasons for responses are collected and included in the information fed back with subsequent questionnaires.

Since the technique was originally developed to produce improved predictions of the future, it was named after the oracle of Delphi. The technique, which is a sequential procedure for gathering and sharing opinions about particular issues without face-to-face debate, is claimed to eliminate the most disastrous features of normal committee activity: specious persuasion; the unwillingness of participants to abandon positions to which they have publicly committed themselves; and coercion towards the opinion of the majority.

In the classic form of the Delphi technique, a panel of chosen experts is usually given, or has previously constructed for itself, a number of possible scientific or technological futures. The participants are then asked to judge, or make estimates about, these future possibilities in terms such as their likely date or probability of occurrence. The collated opinions of the group about each item are then fed back to each participant--usually in the form of the interquartile range and median point. Participants are then asked to re-rate the items in the light of this middle 50 percent range of opinion.

In later rounds, those holding minority or extremely deviant views are invited to provide the reasons for their stance. These reasons are then edited and compressed and fed back to participants, together with revised interquartile ranges. In the final round, participants are given a last opportunity to revise their estimates in the light of both average group opinions and the reasons for extreme opinions. Typically iteration and feedback of opinion leads to increasing convergence of opinion, although it can produce marked polarization on some issues.

Because the original Delphi procedure, and many of the modifications of it, have been concerned with developing a picture of the future, they have been characterized as exploratory applications of the technique (Weaver, 1972). Modifications introduced were intended to improve the accuracy of the projected chronologies. They included: more extensive feedback of reasons for positions; the collection of judgments of likely timing of future events as a period between earliest and latest dates rather than as a single date; and the use of self-appraisal of expertness by respondents to weight item responses to improve validity.

3.1.2 Normative Applications

Uses of the Delphi technique were significantly broadened when it was applied in cases where the concern was not to predict the shape of a future which was somehow inevitable, but to establish the shape of the future that is desired. The consequence of such an application of the Delphi would not be attempts to accommodate to an uncontrollable future but systematic attempts to shape the future in the desired direction. These applications Weaver (1972) has characterized as normative, in contrast to the original exploratory applications.

In normative applications, judgments other than likelihood of occurrence of future events are typically collected. Respondents can be asked for such things as the desirability of the events (or potential new policies); the consequences of their occurrences; and projected interventions which might influence their occurrence one way or the other. A further significant change in normative applications was the use of respondents who represented interested parties rather than respondents who were in some sense expert. The use of identifiable sub-groups of respondents has been a further extension in recognition that simple consensus cannot reasonably be expected on many normative issues.

3.1.3 The Didactic Delphi

With its emphasis on successive judgments, the Delphi technique demands considerable time. Turoff (1971) suggested that large scale paper and pencil exercises were vitiating fruitful aspects of the methodology, particularly through failure to provide feedback without gross delays between rounds and onerous time commitments on the part of participants. Sandow (1970) expressed a further fear that Delphi was seriously limited in its tendency to produce linear thinking. He suggested an amalgamation of Delphi rationale with cross-impact matrices and other expository methods, such as future histories and scenarios, to produce an instrument of increased sensitivity.

Turoff (1973) created an on-line automated Delphi conference, using computer terminals, over a period of 13 weeks. Participants reacted favourably to the system, particularly its elimination of the normal round structure. Others, such as Umpleby (1969), also sought to program exploration of the future on an interactive computer system. Kaiser Aluminum marketed the Future Game, based on work carried out by Helmer and Gordon at Rand.

Systems such as Umpleby's provide "explorers" with simulated environments in which they can test their ability to construct the futures they consider most desirable. To "create a desirable future" a participant changes the probability of making investments (responses indicating desirability) in such a way that developments which the participant wants to happen would move toward 100 percent probability and undesirable developments would move towards 0 percent probability. Umpleby reports that, while trying to change the probabilities of developments, the explorer learns that his actions have secondary effects, some desirable and some not.

This type of exploration of the future has a significant educational function. In this form Delphi does not seek convergence to some consensus; it expands awareness to foster new modes of thought. To use Weaver's (1972) phrase--Delphi has been shaped into a "better pedagogy."

3.1.4 Studies of the Delphi Methodology

Most of the pioneering Delphi studies were methodological, designed to establish whether Delphi was an improved technique for generating consensus. It was soon established that in the majority of cases where the Delphi technique was used, convergence did occur (Helmer, 1966, p. 3).

The crucial question, however, was not simply whether consensus could be established but whether the final group judgment was accurate and, in particular, more accurate than could be achieved through the more traditional methods of round-table discussion or one-shot questionnaires. Dalkey (1968) reports a series of studies undertaken at Rand Corporation to answer this question.

These studies did not use predictions of future events but answers to almanac questions for which there were known but obscure answers, questions such as, "How many women Marines were there at the close of World War II?" (Dalkey, 1968, p. 10). In the first round there was a wide spread of answers. On succeeding rounds the group converged towards a common answer, though the convergence was never complete. Most importantly, however, the group response, defined as the median of the individual responses, in about two-thirds of the cases became more accurate. In contrast to experiments with face-to-face interaction, the Delphi procedure more often than not improved the group response (p. 12). Dalkey (1969) subsequently re-emphasized this point and reported that face-to-face discussion tended to make group judgments less accurate.

Dalkey and Brown (1971) used more realistic experimental conditions in which respondents were required to make predictive judgments about various indices. Their concern was to establish whether the Delphi technique genuinely did improve predictions of the future. In general, the study showed that the Delphi procedures were at least as effective with short-range forecasts as they were with almanac materials. The authors claim that their study provided "a basis for believing that questions involving 'objective uncertainty' are appropriate for Delphi treatment" (Dalkey and Brown, 1971, p. 3).

Other methodological studies have examined the use of self-ratings of expertise by participants. The general conclusion has been that a significant improvement in the effectiveness of the Delphi procedures can be obtained by using self-ratings to select more accurate sub-groups. Such studies have confirmed the relationship between self-rating and accuracy (Dalkey, Brown and Cochran, 1969).

A further set of experiments at Rand investigated the use of Delphi procedures in formulating group value judgments. These studies, providing a fairly direct evaluation of the normative application of Delphi, revealed that the procedures are appropriate for processing value material as well as factual material (Dalkey and Rourke, 1971, p. vii-viii). Berghofer (1972) showed that the technique can effectively involve people in educational policy development but found that their capacity to construct future policies could be enhanced by prior exposure to futurist sources. Following such exposure participants were more willing to change their opinions over the rounds of the Delphi procedure.

In all this evaluation there has been little hint of caution, although Dalkey (1969) did suggest that Delphi procedures can produce too much convergence and actually lessen accuracy. Further, since most of the methodological studies have been undertaken with almanac questions or short-term predictions, doubts must remain about their utility in long-term exploratory studies and normative studies. With normative studies, there is no objective criterion against which to validate the participants' judgments. Criteria such as internal consistency and utility must be appealed to. To some extent each such study must provide its own evidence. The success of other earlier studies is no guarantee of the success of subsequent ones.

3.2 DELPHI STUDIES IN EDUCATION

3.2.1 Exploratory Studies

Most Delphi applications in education are normative; very few are exploratory, a pattern which may well derive from a view that nothing in the educational future is inevitable. One exploratory study was Dyck and Emery's (1970) attempt to obtain forecasts of social conditions which are important for educational planning. Respondents were given two questionnaires, without feedback, one requesting forecasts, the other dates, probabilities and rationales for six topic areas: changes in values and social goal orientations; the family; leisure and recreation; intercultural relations; politics; and the problems and needs of individuals.

This study is notable because of its use of thought provoking futuristic material to help participants formulate their conjectures. Its results, however, are disappointing because of the lack of consistency within answers.

Another exploratory Delphi was a pilot study conducted at a meeting of the National Conference of Professors of Educational Administration in San Diego (Gorden and Sahr, 1968). This study also collected predictions of developments which might have impact on educational administration, their probable dates and their desirability should they occur. Respondents were asked as well to speculate about the power of various groups to promote or retard the various developments.

3.2.2 Normative Studies with Expert Respondents

The early normative applications of Delphi followed the pattern of the exploratory studies in using expert groups of respondents. Later studies have tended to become more socially representative in their choice of respondents.

Clarke and Coutts (1971), in an attempt to formulate statements about the future of teacher education in Canada, used as respondents a sample of 40 principal administrative officers from the English language Teacher Education Institutes. A set of 38 statements was edited from initial input from the participants. In subsequent rounds the participants were asked to indicate for each the most likely date on which they thought the statement would be true of teacher education. Although the authors judge their results not to be startling, they comment that existing practices would have to change considerably to match the future projections.

On subsidiary questions asking when the statements would be true of their own institutions, participants gave answers consistent with the pattern of their general responses, although they mostly expected their own institutions to be behind the general developments.

An Australian study using a single group of respondents with distinctive expertise was the Delphi Census (Moore and Wines, 1973) conducted among Inspectors of Secondary Schools in New south Wales. In this study, designed to collect judgments of proposed changes in the School Certificate and their likely impact on school assessment procedures, the participants first provided judgments and then reacted to an edited list and information about the group's responses to the individual items.

Some of the early normative Delphis in education used more than one expert group. Helmer (1966) produced a list of goals or innovative futures for education on the basis of consensus among various groups of experts. This project included a budget allocation exercise as well. One of the first groups costed the innovations and, at a later stage, other groups of respondents were required to allocate a budget of 10 billion dollars among the innovations. Adelsin, Alkin, Carey and Helmer (1967) report that participants found it painful to make the value choices in foregoing "desirables" for "more desirables" but say that almost all participants judged the Delphi procedures to be "potentially useful in educational planning at all levels" (p. 27).

Berghofer (1970, 1971), in a study of non-university post-secondary institutions in Alberta, used 61 respondents selected for their recognized expertise in areas related to man's individual and social pursuits. The respondents identified a number of problems related to general education which would be likely to affect Albertan society in the following 30 years. Subsequently, they were asked to estimate when those problems would have become generally recognizable and to provide their views on the desirability of the events described. In a third questionnaire they were asked for reasons for their judgments of timing and, in a fourth questionnaire which supplied all reasons to the respondents, were invited to reconsider their original opinions. In this study pooled information about dates and probabilities was not fed back to respondents; only the arguments and rationales the experts had developed in defence of their views. (See Weaver, 1972, pp. 13-14.) After feedback, self-ratings of competence tended to decline and judgments of timing were shifted further into the future.

Berghofer synthesized his respondents' images of the future into a sustained scenario which gives a composite and attractive feel to the outcome of the study.

3.2.3 Normative Studies with Interest Groups as Respondents

It is a clear theme in the applications of Delphi in education that the range of groups from which opinions are sought be broadened. In addition to the directors and the entrepreneurs, clients and workers have been added.

Cyphert and Gant's (1970) Delphi, designed to clarify the objectives of the University of Virginia School of Education, aspired to be socially representative. Respondents came not only from campus but also from off-campus groups such as teachers, officials in Parent-Teacher Associations, politicians, and people in the media. Cyphert and Gant found, however, that lay participants needed to be convinced that their responses were valid and important. They were also concerned that serious distortion of individual viewpoints can occur when numerous position statements are edited into cryptic sentences for insertion in a questionnaire.

In their final report the authors focused on those items receiving highest priority ratings and those generating the greatest amount of disagreement among participants. The data were further analyzed to reveal differences in values among groups of respondents as well as differences in their tendencies to change responses after feedback. The results of the study appear to have definite utility for planning. "They also have face validity; yet they differ significantly from the emphases postulated prior to the study" (Cyphert and Gant, 1970, p. 425).

With a strategy similar to Cyphert and Gant's, Anderson (1970) used teachers, School Board members, administrators and selected educational experts in a Delphi study designed to identify desirable goals for county school districts in Ohio.

In both Cyphert and Gant's (1970) and Anderson's (1970) studies only relatively elite groups were represented among the respondents. In Hudspeth's (1970) study of the needs of vocational education in New York a truly broad range of interested and affected groups was involved. Both producers and consumers of education were involved. Publics were defined as "in", "out", "through" and "external" to the vocational education system and all were represented. If others had created an elitist Delphi, this was a genuine attempt to democratize it.

Hudspeth's study contained elements of both exploratory and normative Delphis. In the first round participants were asked to list ten events which they thought might occur within fifteen years and have impact on electro-mechanical technology and education. In the third round normative elements were introduced when respondents were asked to identify involved groups with the power to influence events and to identify strategies with which the respondent might enhance or inhibit the likelihood of the event's occurrence.

Sandow (1972) declared that with a Focus Delphi of the type Hudspeth conducted the planner can elicit, not consensus, but sustained divergence to help him assess his plan. Hudspeth's report provided both an analysis of goals as respondents judged them on the criterion of personal, as against social, worth and a detailed analysis of the relationships among varying views on anticipated dates, consequences, sources of power, and strategies for influencing goal fulfilment. This has possibly been the most elaborate Delphi study in the area of education but, one suspects, that in its very complexity may be a real danger. There is no report of how the participants themselves reacted to the study. Some may well have been confused, intimidated and irritated by the number and difficulty of the questions asked.

For the National Laboratory of Higher Education, Uhl (1971) used the Delphi technique to investigate, in a small number of institutions with different characteristics, what on-campus and off-campus groups thought existing goals to be and what they believed the goals should be. A secondary objective of the investigators in this case was to see if the Delphi technique would produce convergence between the on-campus and off-campus groups' views of the goals.

Uhl's (1971) study is elegantly and economically reported with graphic profiles of each college, indicating both the existing level of goal achievement and levels of preference for each goal. It is a telling way to clarify the findings of the main report. In addition to preparing the report, the research team met with officials and staff of each of the colleges to discuss the results. This whole project may demonstrate the value of keeping Delphi studies relatively simple and straight forward.

Another normative Delphi of this period which employed a comprehensive range of client groups as respondents was a Nebraskan study of year-round school operation (Barrett, Browne, Hayes, Heinicke, Krepel, Rao, Samuelson and Snell, 1971). A sample of about 400 respondents from school and community populations was chosen. The study revealed important differences between groups of respondents with the school-related groups showing a much more favourable attitude to year-round organization than the non-school ones.

As a follow-up to their pilot study (Clarke and Coutts, 1971), Coutts and Clarke (1972) launched an ambitious Delphi to generate a number of targets for teacher education in Canada. Nine different sub-groups of respondents participated in the study. The authors reduced the 2183 original suggestions to 36 goal statements. In Round 2, participants were asked to rate the feasibility, desirability, and probable date of acceptance of each goal on a five-point scale, to make comments, and to originate a further goal if they wished. In Round 3, half the participants were provided with information on their own group's Round 2 responses while the other half were given the total group's responses. Contrary to expectations, there was more shift toward the most popular rating with the latter group than the former.

Round 4 of this study used a Q-sort procedure which required respondents to group the 36 goals into seven categories ranging from "one most important" to "one least important." From the responses a summative hierarchy of goals was established. Coutts and Clarke were convinced that the Delphi technique had not eliminated the bandwagon effect because they found identifiable sub-groups of respondents who simply responded according to the established policies of organizations to which they belonged. Despite this they remained convinced that the Delphi is a valuable tool for investigating future policies for education. Their own study, elaborate and carefully planned though it obviously was, is in the end a somewhat disappointing exercise. The report lacks a practical edge: no thoughtful implications are spelled out.

3.3 VALUE OF THE TECHNIQUE

That the Delphi technique has some distinct advantages over other methods for establishing group consensus or for revealing differences in view has been well established. That there are risks of the technique being counter-productive because of its bulk is also clear. One difficulty facing any user of the technique is that unless some of the potentially valuable features of various earlier applications are simply ignored any new procedure developed will be grossly unwieldy.

For normative applications the technique is most valuable when it is used with the objective of going beyond mere description. Although it is valuable to know what various groups' views of policy options are, unless there is some basis of explanation of the differences observed the product of the investigation scarcely justifies the effort. Planners seeking to use the information are given little insight into its basis if only static description of views is provided.

Gathering reasons for views directly from respondents has been one useful basis for constructing a rationale for the views accumulated from a group. Sharing reasons through feedback has facilitated respondents' attempts to refine their views. An indirect, but less demanding, way to gather similar information is through the exploration of views about potential consequences of policy implementation. That is the approach used in the present study.

4. DESIGN OF THE STUDY

4.1 THE DELPHI ROUNDS

The policies which were investigated in this study have been listed in Chapter 2 of this report where the method by which they were produced has also been described. In some Delphi studies respondents themselves in the first round generate the policies to be investigated; in others the policy options are provided by the researchers.

In this case, because of the wide range of respondents to be involved and in recognition of the time to be required of respondents in dealing with the policies and their potential consequences, they were not asked to participate in the preliminary phase of policy formulation. Their involvement came through their participation in the three rounds of the study. The sequence and purposes of the questionnaires over these three rounds are shown in Figure B-1 in Appendix B. From this sequence it is clear that this Delphi application is normative.

Respondents were not asked to deal with all 78 policies in the study. The policies were divided arbitrarily into six sets of 13 policies and sets of 26 policies were then created by putting together the fifteen possible pairs of the sets of 13 policies. Fifteen versions of each questionnaire were created to obtain individuals' judgments on their set of 26 policies.

4.1.1 Round 1

In Round 1, respondents received a questionnaire seeking, for each of their 26 policies, a rating of their knowledge of the policy area and a rating of the desirability of the policy. The format of this questionnaire is shown in Figure B-2 in Appendix B.

At the back of each respondent's questionnaire there was attached a single page with one of the policies printed at the top. Each of the 78 policies was attached to the back of more than ten questionnaires in this way. On this final page of their questionnaire respondents were asked to list, for the particular policy on their sheet, all potential consequences, both desirable and undesirable, which they thought might result from implementation of the policy. Their responses were structured only to the extent that the page was divided to separate the lists of desirable and undesirable consequences. Some respondents drew attention to ambiguities they found in the wording of a few of the policies. Where it seemed advisable to make a change, the policy was reworded appropriately. In such cases the word "reworded" was included in parentheses at the end of the policy in Round 2 so that respondents would know that their new judgments would apply to a slightly varied expression of the policy.

4.1.2 Round 2

The responses from Round 1 were analyzed to determine the median response of each group of respondents to each item. In addition, the interquartile range, that is the range of responses for the middle 50 percent of each group was also established. These details were fed back to respondents in the questionnaire for the second round.

The format of the Round 2 questionnaire is shown in Figure B-3 in Appendix B. The median and interquartile ranges of the responses were shown diagrammatically in this questionnaire as the illustration in Figure B-3 shows. Each respondent was shown the response pattern for all groups of respondents, not just the respondent's own group. The decision to display all groups' responses to all participants introduces the risk of undue influence by those groups which respondents might see to be more authoritative. Earlier work with the Delphi technique, however, suggested that on some issues competence is related to the appropriateness of judgment. For this reason, it was felt best to display the pattern of responses of all groups to both the question of desirability and the question about extent of knowledge of the policy area.

The Round 2 questionnaire was printed with one policy per page. At the bottom of each page the individual respondent's answers from the first round were entered by circling of the appropriate response positions before the questionnaire was despatched. Immediately below this record of prior response the participant was given an opportunity to re-rate the policy.

A few respondents took offence at the invitation to re-consider their view in the light of information about what others thought but most simply reconsidered and shifted or repeated their earlier response as they judged appropriate.

4.1.3 Round 3

For the design of the third round questionnaire the unstructured comments about potential consequences of policy implementation, obtained at the end of Round 1, were used. These were edited into statements of consequences for inclusion in Round 3. For each policy, seven potential consequences were listed, though not all of them came directly from the Round 1 comments. Where there were insufficient consequences described by respondents for the creation of seven statements for Round 3, others were generated by the authors. In some cases it was appropriate to use consequences suggested for other policies.

The format of the Round 3 questionnaire is shown in Figure B-4 in Appendix B. This questionnaire was also printed with one policy per page. Respondents were asked first of all to judge the likelihood of each potential consequence occurring if the policy in question were implemented and to indicate the desirability of each consequence. Following this systematic consideration of potential consequences they were reminded of their Round 2 ratings of the policy and given an opportunity to re-rate it.

In the instructions for this round, respondents were asked to rate the desirability of consequences independently of any consideration of their likelihood of occurrence. Where a consequence appeared more than once in a questionnaire, provision for judging its desirability was included only for its first occurrence. This served to emphasize the point that the judgment was to be unrelated to any consideration of its relationship to a particular policy. It also served to reduce a little the number of judgments required in completing the questionnaire. By not repeating the request for judgment of desirability of consequences, the possibility of gaining some information about consistency of response was eschewed but that loss was judged to be more than off-set by the gains referred to.

Judgments about consequences were obtained in order to build a basis on which to explain differences in views about the policies which occurred among respondents. With only data such as those provided by Round 2, nothing beyond description of respondents' judgments of the policies would be possible. With the data on consequences the grounds for those judgments can be explored.

4.2 SAMPLE OF RESPONDENTS

4.2.1 Selection of Sample

For this study six separate groups with a clear interest in teacher education were identified for representation among the participants. The study is like those of Cyphert and Gant (1970) and

Anderson (1970) in that participants came only from groups with a fairly direct interest in the policy questions. Unlike Hudspeth's (1970) study, no attempt was made to find ways of reaching diverse groups with less direct interest in the policy questions.

This restrictiveness can be justified on two grounds. Firstly, teacher education policies, unlike those for vocational education which Hudspeth investigated, are not directly relevant to such a wide range of groups. Secondly, with a national study it is feasible to seek access to representatives of only fairly well defined groups.

The six well defined groups from which representatives were obtained were:

Senior Educational Administrators

including senior officers such as Directors of Primary, Secondary and Teacher Education in State Education Departments, and executive staff of the various Boards and Commissions with responsiblity for post-secondary education at State and National level;

Heads of Teacher Education Programs

including both Principals of Teachers Colleges and heads of teacher education programs in multi-purpose Colleges of Advanced Education and in Universities;

Lecturers in Teacher Education Programs

from all three types of institutions with such programs, *viz* Universities, Colleges of Advanced Education and Teachers' Colleges;

Teachers

including principals and teachers in primary and secondary schools, both government and non-government;

Office Bearers in Local School Parents' Organizations

excluding parents other than those active and holding office in their local school parents' organization because of the difficulty of otherwise obtaining access to parents; and

Student Teachers

from all three types of institutions with programs of teacher education, *viz* Universities, Colleges of Advanced Education and Teachers' Colleges.

From each sub-population a random sample was selected. For the Senior Educational Administrators and the Heads of Programs of Teacher Education the random sample was drawn directly from exhaustive lists of personnel in these categories. For the selection of lecturers, staff lists were obtained for all teacher education programs and a random sample of staff was then drawn. For the selection of teachers a representative sample of schools was first obtained through the sampling service of the Australian Council for Educational Research. Staff lists were obtained from these schools and a random sample of teachers was selected. Parent representatives were obtained as office holders in the parent organizations in the sample of schools. The sample of student teachers was provided directly by the teacher education institutions according to sampling instructions provided in the light of enrolment information the institutions had provided. The instructions requested that the sample of students be selected by taking students spaced evenly on a list of all students arranged in any order convenient to the institution, such as in alphabetical order or in sequenced class roll order.

The sample thus obtained was then invited to participate in the study. Each person was written to individually, told of the purpose of the study and of the amount of time likely to be required over a period of six months to answer the successive questionnaires, and asked to indicate willingness or unwillingness to participate.

4.2.2 Response Rates

The numbers of respondents in each of the categories originally invited to participate in the study, the numbers agreeing to do so and the numbers responding in each successive round are shown in Table 1.

Table 1

Numbers of Participants and Numbers Responding to Each Questionnaire

	Invited to Participate	Accepted Invitation	Responded to Round 1	Round 2	Round 3
Senior Educational Administrators	39	36	29	27	25
Heads of Teacher Education Programs	71	64	54	54	50
Lecturers in Teacher Education Programs	326	264	242	232	203
Teachers	207	159	111	106	74
Office Bearers in Local School Parents' Organizations	168	141	118	110	96
Student Teachers	292	187	163	155	117
TOTAL	1103	851	717	684	565

The mortality rate of participants in this study illustrates a serious difficulty with Delphi studies. They are time consuming for participants and many respondents are unable to complete the requirements even if they have been presented with details of what would be required before being asked for a commitment to participate. As Table 1 reveals, 77 percent of those invited to participate agreed to do so. Of those agreeing to participate, 16 percent failed to complete the first questionnaire, a further 4 percent failed to complete the second questionnaire and a further 14 percent failed to complete the third one. That is, only 66 percent of those agreeing to participate (or 51 percent of those originally invited to participate) completed all three rounds.

The smallest drop out occurred in the second round. This round was probably the easiest one to complete because respondents had only to inspect the diagrammatic representation of the group responses to each policy and then to reconsider their own earlier response which was recorded for them on the new questionnaire.

When the invitation to participate was issued respondents were told that there would be four rounds and it was planned to have all four completed before the end of 1973. Delays in the receipt of responses to the first two rounds rendered it unlikely that a third and fourth round could be completed before the end of the year. Had a fourth round been attempted in the following year, a substantial dropout due to loss of contact with some student teachers who would have graduated and some teachers who would have changed appointments could have been expected. These considerations, together with a belief that what was intended to be achieved in the projected Rounds 3 and 4 could be achieved in a single round, led to the creation of the Round 3 described earlier in this Chapter. This round required more time than either Round 1 or 2 and more than the originally announced Round 3 would have, although less than the originally announced Rounds 3 and 4 would have required together. Nevertheless, it was demanding and 119 respondents who had completed Rounds 1 and 2 failed to complete it.

There were marked differences in response rates among the groups. The percentages of those agreeing to participate who completed all three rounds were: Senior Educational Administrators - 69%; Heads of Teacher Education Programs - 78%; Lecturers in Teacher Education Programs - 77%; Teachers - 47%; Office Bearers in Local School Parents' Organizations - 68%; and Student Teachers - 63%. The two groups with the poorest response rates, teachers and student teachers, can be said to have the least personal interest in the future of teacher education though they should surely have a strong professional interest in it. The level of their response, in comparison with the other groups, was most likely due to the lack of personal interest in the policy questions. The relatively high rate of parental responses was, no doubt, a reflection of the selected nature of the parent group. They were parents committed enough to take office in their local schools' parents' organization.

Despite the drop-out rate encountered, a substantial number of respondents remained to the end. Over 550 people from around Australia have judged the policies presented in this report, and their potential consequences.

4.3 STATISTICAL ANALYSES

4.3.1 Intermediate Analysis for Subsequent Rounds

Only simple analyses of the data were required between Rounds 1 and 2 and no analysis of the Round 2 data was required before despatch of the Round 3 questionnaire. For Round 2 simple descriptive statistics were obtained from Round 1 for each policy. The median responses and the interquartile ranges of the responses for each group on each item in Round 1 were calculated. They were represented diagrammatically on the Round 2 questionnaire in the manner illustrated in Figure B-3 in Appendix B.

The number of responses available for each policy varied, of course, since individual respondents dealt with only 26 of the 78 policies. Each policy was contained in questionnaires sent to one-third of the respondents in each group. The drop out of respondents bore no systematic relationship to the form of the questionnaire received so the number of respondents per item remained at about one-third of those responding at each stage.

4.3.2 Analyses of Final Round Responses

In this report attention is given to the final round responses since they are the ones relevant to the substantive policy questions addressed in the study. Two types of analyses were performed. The first type provided a description of the differences between the respondent groups in their judgments of the policies. The second explored the relationship between the judgments of the policies and the judgments of the consequences. The more technical details of the methods of analysis used are provided in Appendix C. A general outline of the procedures, however, is provided here.

The policy judgments of the respondent groups were analyzed by univariate analyses of variance. These analyses test whether any differences observed among the mean judgments by the various groups of the desirability of each policy were statistically significant. A similar analysis was undertaken for the groups' mean judgments of their knowledge of each of the policy areas. The results of these analyses for all policies are provided in Appendix A.

In the tables in Appendix A showing the mean ratings for each group on their knowledge of the policy areas and the desirability of the policies, the values of the significance tests (*F* ratios) are also given. Beneath the tables the overall ranks of the policies are given on three different criteria. The first is the level of desirability of the policy; the second the degree of consensus among the groups of respondents; and the third the degree of consensus within the groups of respondents. The means by which those ranks were determined are described in Appendix C. Where a policy had the same rank as another, the tie is indicated by an "equals" sign after the rank.

For the analysis of the consequences, the first information presented is the overall judgments of respondents. A consequence is taken to be judged "likely to occur" if the overall mean judgment of likelihood of occurrence by all respondents was significantly above the neutral level of 3.5. The method for determining whether a consequence could be said to be judged, overall, likely to occur is described in Appendix C. In the detailed comments on each policy in Appendix A, those consequences so judged are explicitly listed.

In order to analyze the relationship between the judgments of the consequences and the judgments of the policies, the respondents were divided for each policy into the half most favourably disposed to the policy and the half least favourably disposed. It was seldom possible to obtain a 50:50 split because respondents had available only six categories among which to choose to declare their judgment of desirability. In the case of a policy generally judged to be desirable, a high proportion of respondents may have used the response category "very desirable." The best approximation to a 50:50 split of respondents would then be to put all those using the "very desirable" response in the "half" most favourably disposed to the policy and those using any other response in the "half" least favourably disposed to the policy.

The numbers of respondents in each "half" are shown in Appendix A for every policy. For example, for Policy 1.1 in the section "Influences of Consequences on Policy Ratings" on p. A-5 in Appendix A it is shown that there were 72 "higher raters" of the policy and 87 "lower raters." The response categories used by each of these groupings are also shown. In this case, the higher raters used the categories 4 (slightly desirable), 5 (moderately desirable) or 6 (very desirable) while the lower raters used the categories 3 (slightly undesirable), 2 (moderately undesirable) or 1 (very undesirable).

With Policy 1.1 the higher raters happened to be those using the three categories indicating "desirability" while the lower raters were those using the three categories indicating "undesirability". With some policies even the lower raters were positively disposed to the policy. For example, with Policy 1.7, there were 155 respondents in the higher raters group (all judging the policy "very desirable") and only 22 using lower categories. (See p. A-36 in Appendix A.)

The purpose of this division of respondents into higher and lower raters was to allow an investigation of any differences in their judgments of the consequences which might account for the differences in their views of the policy. A similar set of questions can be asked about differences among the respondent groups in their judgments of the consequences and the policies. In fact, by treating the analysis of the judgments of the consequences in a two-way analysis of variance the differences between higher and lower raters of the policy and among the respondent groups in their judgments of the consequences can be examined together.

An important feature of this analysis is that the question about differences between higher and lower raters is asked first. Any differences revealed among respondent groups revealed will be only those which cannot be explained as differences between higher and lower raters. To take a hypothetical example, suppose a high proportion of senior educational administrators is in the higher raters group but a high proportion of teachers is in the lower raters group. Much of the difference between the senior educational administrators and teachers will be explained as difference between higher and lower raters. Indeed, it is possible for there to be no differences left to explain between the administrators and the teachers after the differences between higher and lower raters have been removed.

It is statistically possible to have asked the questions in the other order, explaining differences among groups first and then only remaining differences between higher and lower raters of the policy. An explanation of why the ordering of the questions makes a difference and a justification of the ordering used in the analyses in the report are given in Appendix C. The results of the analysis for each policy together with an interpretation of them are provided in Appendix A. Chapters 5, 6 and 7 of the report provide syntheses of the specific results for the separate policies.

5. ANALYSES OF SYSTEM LEVEL POLICIES

Among the 78 policies investigated in this study and listed in Chapter 2 were 38 policies relevant to system level considerations. The detailed analyses of the final round responses to these 38 policies and their potential consequences are presented in Appendix A. The discussion in this chapter is intended to integrate those results without reproducing in the text unnecessary details which are already provided in the Appendix. The text is written, however, to be read without reference to the Appendix except that the validity of the interpretations can be judged only by reference to the analyses on which they are based.

5.1 PATTERNS OF PROVISION OF TEACHER EDUCATION

Policies 1.1-1.8

The full text of these policies is given in both Chapter 2 and Appendix A. To facilitate joint consideration of the results shown separately for each of them in Appendix A, they are reproduced here in an abbreviated form:

Policy 1.1	All initial teacher education in CAEs and Teachers Colleges, only theoretical studies in Education at Universities;
Policy 1.2	All new teacher education programs in multi-purpose institutions;
Policy 1.3	All single purpose teacher education institutions broadened;
Policy 1.4	Single purpose teacher education institution adjoining University incorporated into University;
Policy 1.5	Religious organizations cease training own teachers and use public institutions;
Policy 1.6	Program for teachers of special education in at least one institution in east State;
Policy 1.7	Program for teachers of Aboriginal and migrant groups in some institutions in each state;

Policy 1.8 Optional courses in teaching of religion in at least one institution in each State.

5.1.1 Types and Purposes of Institutions

Historically, there was something of a division of labour in teacher education between Universities and Teachers' Colleges in Australia based on a specialization related to both input and output. Universities offered studies in Education to graduates in substantive teaching fields wishing to become secondary school teachers. The Teachers' Colleges as instruments of the major employing authorities, the State Education Departments, prepared teachers for primary and secondary schools in both cases providing more or less substantive studies alongside the Education studies.

The division was never absolute. Some Universities worked in association with Teachers' Colleges in the conduct of their University-awarded Diploma in Education. Over time the division has become progressively more blurred. Teachers' Colleges offered the equivalent of Diplomas in Education for University graduates. Some Universities began to offer primary teacher education programs either through their postgraduate diplomas or through undergraduate degrees.

The blurring of the distinctions was accelerated with the establishment of Colleges of Advanced Education following the acceptance by the Federal Government of the major recommendations of the Martin Report (1964-5). Some of the new Colleges established teacher education programs like those in the Teachers' Colleges by offering undergraduate studies leading to a teaching qualification as well as programs like those in the Universities for students who had completed a qualification in a substantive area.

The fact that the Teachers' Colleges were initially denied the status of Colleges of Advanced Education to some extent inhibited the tendency for institutional purposes to become indistinguishable. Although the genuine Colleges of Advanced Education moved progressively more towards the traditional University model, albeit faster in fields other than Education, the similarity between some of their programs and those of the Teachers' Colleges was a continuing witness to their difference from Universities. The freeing of the Teachers' Colleges from the administrative control of the Education Departments and their achievement of the status of Colleges of Advanced Education removed a major impediment to convergence towards a single institutional model. Certainly, the stage has now been reached where virtually every teacher education program in one section, University or College, has a counterpart in the other.

The proposition in Policy 1.1 represents a reversion to the earlier distinction and more. It would have Universities offer academic studies in Education alongside other social sciences and humanities but undertake no professional Education programs. Those programs would become exclusively the province of the Colleges. Although teachers, student teachers and parent representatives saw some slight desirability in the proposal the other groups, professing more confidence in their knowledge of the matter, rejected it. The one advantage the policy was seen to have was that it might lead to a greater practical orientation in teacher education programs.

The very separation of functions which was to render the preparation programs more practical, however, was judged to have other more important risks for both programs and institutions. The practical orientation in the Colleges would become isolated from the theoretical debates and the theoretical studies in the Universities would lose touch with practical realities. For the Colleges, there would also be institutional risks. Transferring all initial teacher education programs to them would be expected to cement a difference in academic status between the Universities and the Colleges and to limit the Colleges' opportunities to develop postgraduate studies.

Clearly, the respondents wanted no sharp demarcation of purpose or program between Universities and Colleges. Their major reason appears to be that any gain the Colleges might make through a removal of professional teacher education programs from Universities would be more than offset by ultimate loss in status and restriction on programs at the upper end. *Vive la similarité* was the cry.

One widely canvassed notion about teacher education is that it has suffered because so much of it has taken place in single-purpose institutions, isolated from other programs of professional preparation and other academic studies. Proposals for remedying this situation, by those who see it as a problem, have included diversification, amalgamation and even closure of institutions. Some former Teachers' Colleges have, since becoming Colleges of Advanced Education, diversified into other areas. Geelong Teachers' College has been amalgamated with the Gordon Institute of Technology to form Deakin University. Graylands Teachers' College has been closed. At the same time relatively small single-purpose non-Government Teachers' Colleges have obtained Government support to ensure their continued existence. Policies 1.2 to 1.5 are addressed to these matters.

Policies 1.2 to 1.4 all propose that teacher education programs be conducted in multi-purpose institutions; declaring that it should at least be the case for any new programs (1.2), that it should be achieved by diversification of existing single-purpose Colleges (1.3), and that it should be achieved for Teachers' Colleges adjacent to Universities through amalgamation with the Universities (1.4).

To the extent that these three policies are designed to achieve the same end there is much similarity in the judgments of their potential consequences. All would be expected to yield more economic use of resources and, at the same time, make a greater range and depth of resources available for teacher education. By joining other programs in multi-purpose institutions the status of teacher education would be expected to be enhanced. In academic terms, the quality of general studies in teacher education would be expected to be improved though there was a fear that those studies would become isolated from the study of methods of teaching the subjects at appropriate levels in schools. For the students, more opportunity to transfer out of teacher education programs would be expected. At the time of the survey, in late 1973, that was thought undesirable. Now, in the face of oversupply of teachers, it would undoubtedly be seen as a further desirable consequence.

Of the three policies, the most preferred is the most innocuous (1.2). By and large, respondents wanted no more single-purpose institutions. Since there are likely to be no more new institutions that remains a cheap way to declare good intentions. The next most preferred was the path which offers more to existing single-purpose institutions through diversification (1.3). The respondents' main concern was that staff offering general subjects within the context of teacher education studies would have difficulty in providing for a broad range of programs.

On the question of incorporation of Teachers' Colleges into Universities, the respondents were more equivocal. But they are in good company! The issue has been often enough discussed between pairs of institutions around Australia but has never been accepted by any pair simultaneously. It has been considered by various inquiries in general and in particular. The Anderson Report (1978) recommended a merger of the former Adelaide Teachers' College, not with the adjacent Adelaide University, but with a former Teachers' College, now diversified as Torrens College of Advanced Education. Even the Williams Report (1979), with its sweeping terms of reference and its proposal for amalgamation of two non-adjacent Universities, made no recommendation for the amalgamation of any adjacent Universities and Teachers' Colleges.

The impediment to amalgamation for respondents in this study was one of personnel. Though their responses to policies such as 1.1 reveal a desire for equality among institutions, their response to this policy was based on a concern for those staff teaching general academic studies in the single-purpose teacher education institutions who could not readily be incorporated into the corresponding subject areas in a University. This concern was great enough for them to be willing to forego what they themselves see to be the advantages of locating teacher education programs in multi-purpose institutions.

On the maintenance of non-Government Teachers' Colleges, in particular those conducted by religious organizations, respondents judged that it would be better if these organizations patronized the public institutions. Their teachers would be expected to be more broadly and better trained though, perhaps, more superficially educated in religion and the teaching of religion. The fact that the policy would lead to a reduction in the number of non-Government teacher education institutions was seen to be an advantage by those who favoured the policy but an undesirable consequence by those who did not.

Respondents showed a clear desire to see teacher education conducted in multi-purpose institutions alongside other professional programs and academic studies. They do not want to see it withdrawn from Universities and want no arbitrary division of labour and purpose between Universities and Colleges. On the question of what to do with existing single-purpose institutions, though, the respondents were divided. Some would willingly abide, and even more strongly support, diversification where possible; incorporation into a University where physical proximity makes it feasible for Government institutions; and closure by attrition for non-Government ones. Others would be willing to live with the status quo despite the fact that they believe multi-purpose institutions offer better programs. Their willingness to retain the status quo is based on concern for staff in existing single-purpose institutions, not primarily upon educational considerations.

5.1.2 Provision of Specialist Programs

In addition to the important considerations about the number and general functions of institutions involved in teacher education, there are also important considerations about the offerings of specialist programs. On the one hand, there is the need to ensure a sufficient availability to train adequate numbers of specialists. On the other, there is a need to avoid a proliferation of programs for which there is a limited demand, or at least a limited need. Proliferation in such cases would run the double risk of generating substantial oversupply and of diluting standards because of the difficulty of obtaining sufficient well qualified staff.

Policies 1.6, 1.7 and 1.8 reflect concern about adequate provision of specialists rather than proliferation of programs. In fact, for Policy 1.6 there was some concern that the development of a strong emphasis on special education in one institutions in each State might lead to the elimination of other programs. Respondents did not think it likely this would happen but were convinced of its undesirability. They did think, however, that building a strong program in one instituion would improve both the quality and quantity of special education teachers. The possibility of students undertaking their initial training in other institutions being denied an opportunity to take this specilization was not a great concern since there was an expectation that the policy would result in training for special education shifting to in-service rather than pre-service programs.

The strong endorsement by all groups of the proposal in Policy 1.7 for the development, in some teacher education institutions in each State, of programs to prepare teachers of Aboriginal and migrant children reflects a general concern that those groups fare badly under present education provisions. Respondents expected the policy to improve the educational experience of these children and the relationship between their parents and the schools. They saw some danger in isolating these groups of children through the training of a cadre of teachers specializing in their education, but saw it outweighed by the advantages.

The respondent groups were also agreed in their support of the Policy 1.8 proposal for an optional course in religious education being available in at least one institution in each State. In the context of a succession of State inquiries into religious education in Government schools and various new programs to locate it in the educational mainstream, taught by classroom teachers, the reactions can be readily understood. If teachers have special courses available, their involvement would improve the quality of religious education in the Government schools.

Implementation of policy 1.8 is also related to the considerations in Policy 1.5. Programs in religious education will be necessary in Government tertiary institutions if those religious organizations presently training their own teachers are to use more substantially the public tertiary institutions.

Reactions to these three policies reveal a desire to see specialist programs provided through institutional specialization. This desire in turn reveals a concern to see provisions judged at the time to be inadequate, made adequate and better. The fact that the institutional specialization could later be a protection against wanton proliferation was not a serious consideration for respondents as far as these three specializations were concerned. Special programs for teachers in special education and migrant education commanded strong support. The provision of optional studies in the teaching of religion was also endorsed but without the same zeal. In all cases the specialized training was seen as a path to improved teaching.

5.2 FUNDING OF TEACHER EDUCATION

Policies 2.1-2.4

The full text of these policies is given in Chapter 2 and in Appendix A where the detailed judgments of them are presented. For the discussion in this Section they are set out below in abbreviated form:

Policy 2.1	All teacher education financed by the Commonwealth Government;
Policy 2.2	Teacher education funded comparably with other professional education;
Policy 2.3	Pre-school teacher education maintained within teacher education institutions by the Commonwealth Government;

Policy 2.4 Non-Government teacher education institutions to receive the same support as Government ones from the Commonwealth Government.

Although all of these policies raise directly, or indirectly, the issue of Commonwealth as opposed to State funding, that is not their primary focus. At the time of this survey Teachers' Colleges, where the majority of teacher education programs were conducted, were funded differently from other tertiary institutions. Government Teachers' Colleges were State institutions and not in receipt of Commonwealth support even of the type provided for other tertiary institutions when they were funded on a joint Commonwealth and State basis. On the question of Government support for non-Government tertiary institutions there were no precedents in the other sectors because the only non-Government tertiary institutions were Teachers' Colleges. They included institutions training pre-school teachers.

The respondent groups were agreed in their judgments of all four of these policies, though not always agreed on the bases of their judgments. They all thought it highly desirable that the level of funding for teacher education should match that for other comparable professions such as social work (2.2) and that pre-school teacher education should be brought within the mainstream of teacher education (2.3). They all thought it moderately desirable that funding for teacher education should become a Commonwealth responsibility (2.1). On the issue of granting Government support to non-Government institutions (2.4) they were less strongly committed but did judge it to be a slightly to moderately desirable course of action.

Respondents clearly believed that teacher education was in need of improved support. Granting comparability with other professions would be expected to improve the quality of teacher education, and to raise its status. Including pre-school teacher education programs in Government institutions and granting Government support to non-Government institutions was similarly expected to raise levels in these areas. The respondents' willingness to see responsibility for funding transferred to the Commonwealth reflected a belief that the Commonwealth government could be the source of the higher levels of funding they wanted.

According to the respondents, funds allocated to the upgrading of teacher education and the incorporation of pre-school teacher education into Government institutions could not be used more beneficially on other activities. They were not so sure that this would be true of funds diverted to non-Government institutions.

Clearly respondents wanted more funds allocated to teacher education to elevate its status and improve its quality. Transference of the source from State to Commonwealth was seen as the best way to ensure this. Since the time of their judgments that transference has been effected and the present debate is about whether it should, at least in part, be transferred back. Given the administrative arrangements at the time of this study the respondents' position can better be interpreted as a declaration that teacher education should not be treated differently from other tertiary level professional studies rather than that it should be a Commonwealth responsibility *per se*.

5.3 NATIONAL PLANNING FOR TEACHER EDUCATION

Policies 3.1-3.4

To facilitate discussion the four policies discussed in this section are set out in abbreviated form below. The complete text of these policies is given in Chapter 2 and in Appendix A where the respondents' judgments of them are also summarized. The policies are:

Policy 3.1 Minimum accreditation standards for teacher education institutions developed;

Policy 3.2 National liaison committee established to ensure optimum development;

Policy 3.3 Projected future needs for teachers determine numbers in teacher education;

Policy 3.4 National exchange for teacher education staff established.

As with the previous set of policies, these raise questions about a national perspective for the teacher education system. The policies do not raise questions about which tiers of Government might have responsibility for funding or administration but they do imply a transcendance of national considerations over regional and institutional ones for the issues involved.

Under existing administrative arrangements, teacher education programs in Universities are the responsibility of the individual Universities themselves. No external review or accreditation is sought or required. In this sense, they are treated just as other University courses. The Universities' own internal review procedures are the means by which control is exercised. The level of qualification and the title of the award to be granted are determined by the governing boards of the respective Universities.

In the College sector, various accreditation procedures are operated by State coordinating authorities in order to scrutinize separate course proposals. Approved courses are registered with the Australian Council on Awards in Advanced Education and nomenclature for qualifications is usually chosen in accordance with the guidelines of that body. The accreditation procedures involve investigation by an outside panel of the proposed or actual curriculum and of the resources, including staff, supporting the course.

Policy 3.1 proposes a more wide ranging accreditation procedure in which the whole institution would be accredited to conduct teacher education. This would not preclude the possibility of additional more specific review of courses for accreditation. It implies that there is a set of minimum institutional characteristics, the satisfaction of which could be attested to through institutional accreditation. The respondent groups were unanimous in their view that this policy is moderately desirable. They believe that it would improve the standard and the status of teacher education and lay the basis for a national registration scheme for techers--all consequences judged to be desirable.

Achieving coordination of institutional developments through a permanent national liaison committee with particular responsibility for teacher education (3.2) also appealed to all groups as a moderately desirable policy. They saw this policy as likely to produce not only more economic use of resources but also improved teacher education programs with a better financial base.

Although all respondent groups were agreed in their judgments of the desirability of these two policies, they differed significantly on a key consequence in both cases. Teachers, student teachers and parents thought that more uniformity among teacher education programs would be desirable. Senior administrators, heads of programs and lecturers thought it would be quite undesirable. The main reason that this difference in view of the desirability of the consequence was not reflected in their judgments of the desirability of the policies was that they did not agree about the likelihood of the policies producing it. The teachers, student teachers and parents were certain that both of these policies, which they wanted, would produce this consequence which they thought desirable. The senior administrators, heads of programs and lecturers did not think it likely that these two policies, which they also wanted, would produce the consequence, which they on the other hand thought undesirable.

Manpower planning (3.3), as a basis for institutional and program development, is a policy about which the respondent groups had mixed feelings. They saw its potential advantages for the system, allowing better planning in teacher education institutions and a better match of supply to schools' needs; and they saw its potential disadvantages for persons, forcing over-specialization and undue categorization on teachers and restricting the study options of student teachers. Overall, the policy was judged to be slightly desirable but there was a marked difference between those who did favour the policy and those who did not, which this mean conceals. Those who liked the policy attended more to the system's advantages and doubted the personal disadvantages. Those who did not like it were more concerned about the personal effects of the type of categorization and control which would be required to plan and implement such a policy.

If teacher education is to be seen as a national enterprise, however it is funded and administered, one way of fostering a national perspective within individual institutions is proposed in Policy 3.4. A national system of teacher exchange, which was judged to be moderately to very desirable, would be expected to have the obvious direct effect of facilitating the exchange of information and also the less direct effects of increasing staff morale and improving the quality of the teacher education programs. Lecturers were more confident than any other group that an exchange system could operate without disrupting the programs; student teachers were least confident it could! Parents, as a group, were least strongly supportive of the policy.

The theme in the responses to these policies appears to be a willingness to take a national view of Australia's teacher education system. This does not necessarily imply national administration or even national funding. Those questions are faced with other policies. Here it means only a willingness to pursue policies which will set lower bounds on the quality of programs (3.1) while seeing cooperative coordination (3.2) and interchange (3.4). A more rigorous control based on projections and planning (3.3) commanded less general support.

5.4 PROVISION OF STUDENT SCHOLARSHIPS

Policies 4.1-4.3

The three policies grouped in this section are set out in Chapter 2 and discussed in detail in Appendix A. For the discussion here, they are set out again in abbreviated form:

Policy 4.1	Uniform system of scholarships established for whole tertiary education system;
Policy 4.2	Commonwealth and State Governments collaborate in offering suitable scholarships to attract sufficient students to teacher education;
Policy 4.3	Bonding of scholarship holders discontinued.

The provision of scholarships for tertiary students and the imposition of a contractual obligation to work for some minimum period upon graduation in repayment have been hotly debated practices for many years in Australia, particularly in teacher education where the numbers involved have been so large. In the period when the Teachers' Colleges were run by the State Education Departments the students on scholarships at these institutions were effectively employees. Their obligation to serve on graduation provided the Departments with staff who could "safely" be appointed to undesirable locations.

The provision of scholarships, however, has been motivated also by more altruistic considerations than the creation of a bonded workforce. The scholarships were expected to provide the means to undertake tertiary study for students whose families had few resources with which to support them. The fact that such scholarships were most readily available for teacher education programs meant that some, whose preferences would have led them to other fields of study, entered teacher education as the only course accessible to them.

Considerations about the role of scholarships and bonds in helping to attenuate the effects of a desperate teacher shortage have disappeared with the oversupply in most teaching areas in the last few years. The other considerations remain, however. Establishing a uniform system of scholarships for the whole tertiary sector, including teacher education (4.1), all respondent groups judged would be moderately desirable. They believed that it would allow students to take courses leading to the vocation of their choice. Teaching would gain few graduates whose path was chosen because it was the only one open. While thus losing some, the teaching profession would be expected to gain a more diverse range of entrants including some from lower socio-economic backgrounds. Significantly, the respondents thought that another consequence of this policy, which would bring fewer uncommitted students into teacher education programs, would be the abolition of bonding.

The abolition of bonding (4.3), as a policy rather than a consequence, would be expected to allow more graduates not to enter teaching. The result, however, would be a more committed teaching service from which there would ultimately be fewer resignations. There was also an expectation that teaching conditions would be improved to provide an incentive to employment with which to replace the contractual obligation. An oversupply of graduates seeking appointments may have rendered that unnecessary and, therefore, unlikely.

Policy 4.2, which would provide for an expanded scholarship scheme operated collaboratively by Commonwealth and State Governments specifically for teacher education, is a policy born in a period of teacher shortage. For its purposes it was judged to be desirable and would be expected to be effective. The passage of time and a dramatically changing demography have rendered its purposes irrelevant. Policies 4.1 and 4.3 remain relevant because they are addressed to qualitative considerations about the student body in teacher education and not just quantitative ones.

5.5 ENTRY TO TEACHER EDUCATION PROGRAMS

Policies 5.1-5.7

The seven policies in this section are listed in full in Chapter 2 and Appendix A. They are listed in abbreviated form here to facilitate discussion:

Policy 5.1	Admission to teacher education based on personal qualities as well as academic achievement;
Policy 5.2	Generous provision in admission for those without specific qualifications yet strongly motivated to teach;
Policy 5.3	Preference given to students with break since completing secondary education;
Policy 5.4	Discontinue use of lower entry standard for males;
Policy 5.5	Special considerations, including lower entry standards, for Aborigines;
Policy 5.6	Programs training teachers for special education accessible only to qualified and experienced teachers;
Policy 5.7	Free transfer for students among teacher education institutions throughout Australia.

5.5.1 Selction Criteria

In a society with a tradition of assessment of achievement through external public examinations it is not surprising that scores on such examinations, or their equivalents, should become the publicly defensible criteria by which places in tertiary education institutions are allocated. Political as well as technical difficulties stand in the way of attempts to replace or supplement this information with other indications which could auger well for successful performance in graduate and professional life.

Policies 5.1 and 5.2 propose that personal qualities such as attitudes, motivations and experience become criteria and policy 5.3 that work experience after completion of secondary education should be considered in the selection process.

The difference between policies 5.1 and 5.2 lies in whether possession of suitable personal qualities should be an additional or alternate requirement. Using information about personal qualities would be expected to result in more applications for places in teacher education programs, fewer drop-outs both from teacher education and ultimately from teaching, and teachers with a more genuine commitment to their professional tasks and a greater ability to perform them. The nagging doubt which the respondents had was that the selection process would become more subjective and be more open to personal bias.

All respondent groups were agreed in their judgments of the two policies. They judged 5.1 to be very desirable but 5.2 to be only moderately desirable. The difference was due to a concern that the academic standing of the teaching profession would decline if possession of suitable personal characteristics could serve for gaining entry as an alternate to adequate educational achievement (5.2) rather than as an additional requirement (5.1).

The fact that so many teachers complete their own schooling and then return to the classroom after a period in a tertiary institution is often used as a basis from which to assert that teachers are isolated from the world of work towards which most of their students are headed. Under policy 5.3 those applicants for teacher education with work experience after completing secondary education would be given preference. Such a policy has been implemented in Sweden for all tertiary studies with the effect of dramatically increasing the average age of entrants in courses for which competition for places is strong, such as medicine and teacher education.

Respondents in this study judged that such a policy would produce teachers who were more able and more committed to their professional tasks and less isolated from the world outside classrooms. The policy received only slight to moderate support, however, because respondents were concerned that those who chose teacher education after a period of employment could well be drop-outs from other professions. They were also concerned about unfair discrimination against school leavers with a genuine commitment to teaching as a career. Parents did not favour the policy at all. The respondents most attracted to it were those providing teacher education, heads of programs and lecturers.

5.5.2 Accessibility of Programs

The questions of accessiblity raised here are questions of differential accessibility. The increasing proportion of the teaching force which was female together with the shorter total length of working life for females compared with males, produced differential selection criteria for males and females in many State Education Department Teachers' Colleges. In order to take a sufficient proportion of male students, particularly into programs for primary school teachers, lower entry standards were set for males than females.

Respondent groups, particularly parents and student teachers, thought the policy should be abandoned (5.4). In fact, with the granting of autonomy to Colleges the practice has disappeared even though it could still be reflected in the scholarship policies of employing authorities. The positive benefits of abandonment would be expected to be more able teachers, more sexual equality in promotion policies and so less resentment among females, and increased academic standing for the profession. A less direct benefit would be expected to be improved teaching conditions in an effort to attract more able males. Respondents recognized that there would probably be a lower proportion of male teachers but, though they thought that undesirable, would not countenance sexual discrimination in favour of males to avoid it.

On the other hand, respondents were as willing to introduce discrimination in favour of Aborigines (5.5) as they were to remove it for males. They saw substantial gains for those Aborigines who became teachers through concessional admissions and for all children in schools, but particularly Aboriginal children. Though they expected the removal of concessions for males to increase the academic standing of the profession they did not expect the introduction of concessions for Aborigines to lower it. The numbers involved would be much smaller, of course, and the case more just.

Policy 5.6 proposed a restriction on the accessiblity of teacher education programs for special education, removing them as an option in initial teacher education and making them accessible only to qualified and experienced teachers. Present practice provides both.

Student teachers thought the policy to be only slightly desirable but the others judged it more desirable than that. Teachers with experience with normal children would be expected to be better teachers of special children and more able to contribute to the improvement of special education. Denying immediate access to special education to those in initial teacher education would exclude mature age students who might well make an effective immediate adjustment but respondents thought the general principle worth establishing despite this. In this, as in other policies, respondents were willing to sacrifice individual advantage for system advantage.

That willingness was evident in their judgments of Policy 5.7 also. This policy proposes such transfers of enrolment between teacher education institutions be freely allowed to students wishing simply to gain a broader perspective by putting together a personal program of study comprising the offerings of various institutions. Although respondents saw some personal advantages for students thus able to pursue their own interest, they were concerned that it would be very difficult for the students to follow a coherent and integrated program of studies relevant to their ultimate role as teachers. The policy overall was given only slight support.

In order to recruit to teaching those most likely to be committed to their professional tasks, respondents would like to see changes in selection criteria and policies regarding accessibility. They were dubious about concessions on academic selection criteria but would like supplementary evidence about personal characteristics to be admitted. Simply having had work experience before making a commitment to teaching, however, would not advance a student's case. Respondents would not countenance discriminatory admissions policies designed to reduce sexual imbalance in enrolments but they would if the policies were designed to favour potential Aboriginal student teachers. They want to see courses preparing teachers for special education transferred entirely from pre-service to in-service education. Through such a restriction increased commitment and competence will be born! Within pre-service programs they see advantages in flexibility but not to the extent of free movement among institutions by students constructing personal courses of study around their own interests.

5.6 REGISTRATION OF TEACHER EDUCATION GRADUATES

Policies 6.1-6.3

The policies considered in this Section, though listed in full in Chapter 2 and Appendix A, can be expressed in abbreviated form as:

Policy 6.1	Commonwealth Government to initiate system for common registration of teachers and recognition of qualifications;
Policy 6.2	Graduates of non-Government teacher education institutions fully recognized in Government system and vice-versa;
Policy 6.3	Registration dependent on completed internship judged successful by both school and teacher education institution.

Registration of teachers, as a means of controlling and maintaining the quality of the teaching workforce in both Government and non-Government schools, has never been a universally applied or approved practice in Australian education systems. During the periods of marked teacher shortage in the 1960s many employed as teachers, particularly in the non-Government sector, did not possess qualifications acceptable for registration. As supply more nearly met demand some States adopted registration procedures through which to control the quality of new entrants to teaching. Now that supply has outstripped demand there is less urgency about the need for registration to guarantee minimum standards. Available places are allocated competitively among applicants, all of whom satisfy such standards.

Making their judgments at a time when supply was still short of demand, all groups of respondents were agreed about the desirability of establishing a national registration system for teachers in Australia in all States and Territories (6.1). They had little fear that the minimum requirements would be set too low or that institutional autonomy would be jeopardized if the policy was to be adopted. They were convinced that it would improve the quality of teacher education and increase the mobility of teachers between systems.

Granting full recognition to the graduates of non-Government teacher education institutions (6.2) was also judged by all groups to be a desirable policy for similar reasons. Somewhat paradoxically, the respondents judged that such equating of Government and non-Government teacher education institutions would increase mobility in both directions between systems, resulting in more teachers prepared in Government institutions taking appointments in non-Government schools.

Respondents saw registration procedures as a means of improving teacher education and of creating a more mobile workforce through mutual recognition among training institutions. Some were less convinced of the desirability of achieving a more radical restructuring of the training process through registration requirements. In fact, all but teachers and student teachers did give clear support to the idea of including successful completion of an initial work period in an internship together with acquisition of appropriate qualifications as the requirements for registration (6.3).

All groups would expect such an extension of registration requirements to improve both teacher education and teaching and to enhance communication between schools and teacher education institutions. The concern of the teachers and student teachers would be that personal bias in the judgment of the neophyte's performance in the internship period could unfairly influence registration decisions.

There was widespread strong support for registration of teachers through a national system as a means of improving teaching and almost as widespread and strong support for including both acquisition of qualifications and successful professional practice among the requirements for registration.

5.7 IN-SERVICE EDUCATION OF TEACHERS

Policies 7.1-7.9

The policies described in this section are set out in full in Chapter 2 and discussed in detail in Appendix A. To facilitate the discussion here they are set out again in abbreviated form as:

Policy 7.1	Integrated planning of pre-service and in-service teacher education;
Policy 7.2	Initial teaching year an interships on reduced salary with supervision by both school and teacher education institution;
Policy 7.3	Equivalent of at least one day per week during initial teaching year for attendance at a professional centre, including possibility of extended periods of attendance;
Policy 7.4	In-service courses to upgrade two and three year trained teachers to three and four year trained status;
Policy 7.5	All in-service education to gain credit towards tertiary qualifications;
Policy 7.6	All teachers granted equivalent of one term's paid leave each seven years for in-service education;

Policy 7.7 Vastly increased provision of summer and part-time in-service education courses;

Policy 7.8 National network of professional centres for in-service education in teacher education institutions and teachers' centres;

Policy 7.9 Professional centres also to be involved in the school experience component of pre-service teacher education.

In-service education for teachers in Australia has traditionally been in two modes. There have been further education programs through which teachers could obtain additional, and often higher, qualifications. There have also been seminars and courses conducted by curriculum authorities, employment authorities and professional bodies usually with immediate practical objectives relating to the implementation of curriculum changes.

Prior to the recent development of further teacher education programs in the College sector at graduate diploma and degree level, the major avenue for further formal study lay in the Universities. Many teachers whose initial education was completed in a Teachers' College found that their College qualification gained them only matriculation status in the University. Inclusion of the former Department of Education Teachers' Colleges in the Advanced Education sector, and their acquisition of autonomy, has resulted in more generous recognition of their graduates by Universities though the degree of recognition is variable between Universities and usually incomplete.

Some State Education Departments established their own internal courses of study and examinations through which teachers could gain higher status for salary and promotion. Except where the Department negotiated formal cooperation with tertiary institutions these studies did not lead to any accredited qualification with currency outside the local system.

All of these types of in-service programs had a general focus on continuing professional education. Integration with the programs of pre-service education originally completed by participants was seldom systematic except where an institution's advanced courses built directly on its own initial courses. In-service programs concerned with the induction of beginning teachers were usually the exclusive responsibility of the schools to which the teachers were appointed. The institutions in which the neophytes were educated had no involvement in this first phase of their continuing education.

In-service education programs for any profession must provide for both initial induction into professional practice and for continuing professional education. In the development of these programs the respective roles of accredited training institutions, employing authorities (particularly for professions with little self-employment) and the profession itself must be considered.

5.7.1 Induction of Beginning Teachers

In many professions induction into professional practice after initial training is achieved through a supervised internship. Apart from the fourth year of the Bachelor of Education course at Flinders University an internship has not been used for teachers in Australia. That there was judged to be a need for better induction programs for beginning teachers is clear from responses to proposals for a formal internship in the schools (7.2) or for a reduced first year work load with a continuing involvement, away from the school at a professional centre, in a formal training program (7.3).

Either of these policies would be expected to improve the first year experience, causing fewer teachers to withdraw at that stage and ultimately improving the quality of teaching. One value of the internship as proposed was that it would ensure the involvement of the teacher education institutions in the supervision of the initial professional experience, enhancing their communication with schools and providing them with better feedback about their pre-service courses.

Which of these policies was preferred depended on respondents' views of their disadvantages rather than their advantages. Senior educational administrators would prefer the supervised in-school internship to a system requiring absences from school for attendance at a professional centre. Although either system would improve the induction process, the latter would be more disruptive for schools. Teachers and student teachers took a strongly dissenting view, not because they were unconcerned about the potential of the latter policy to disrupt schools but because they were more concerned about the reduced status and salary proposed for a first year conducted as an internship.

There was agreement about the value of the ends to be met through policies designed to improve the professional induction of teachers. The disagreement about means was due to differences in expectations of undesirable consequences. Overall, a system providing for attendance at a professional centre away from the school during the first year was judged to be preferable to an internship delaying the acquisition of full professional status. The negative view of the latter by teachers and student teachers magnified the differences in overall views of the two policies.

5.7.2 Continuing Professional Education

Teachers were judged by respondents to be a professional group in need of continuing education. In-service education for either increasing the level of teachers' education (7.4) or of their qualifications (7.5), achieved through paid leave (7.6), increased part-time courses (7.7) or through a national network of professional centres (7.8) would be expected to improve teaching in the schools and to upgrade the status of the teaching profession itself.

All respondent groups agreed that in-service education courses should be available for teachers whose pre-service education courses gained them a lower status than the minimum currently provided for newly graduating student teachers (7.4). While the groups judged that there would be positive benefit for these older teachers from such study they also judged that the policy would reduce arbitrary discrimination against holders of earlier and now inferior qualifications and cause professional advancement to be based more on ability than mere possession of a higher qualification.

The groups were not agreed, however, about whether this increase in status needed to be achieved by tying in-service education to the acquisition of credit towards further formal qualifications from tertiary institutions (7.5). This was seen as a way of ensuring more extensive involvement of teachers in in-service education but some were unwilling to cede control of in-service education to teacher education institutions. It was not that they wanted it to remain in the hands of employing authorities. They wanted to increase the profession's involvement in mutual education programs and were concerned that increasing the stake of teacher education institutions would reduce such involvement. Creating a network of professional centres (7.8), on the other hand, would be expected to increase involvement while having the further advantageous effect of reducing the control of employing authorities over in-service education.

Direct involvement of the profession in professional centres, some of which could be within teacher education institutions, could have the additional advantage of increasing communication between teacher education institutions and schools while not losing the desired practical emphasis in the courses.

The James Report (1972), for Great Britain, recommended that all teachers be granted paid leave for in-service education equivalent to one term in seven years (7.6). Some Australian States have built this provision into their staffing plans. The Queensland Department of Education used some of the teacher development funds available to it from the Schools Commission to provide opportunities for some primary teachers to spend a term and some secondary teachers to spend half a semester at special non-credit courses in tertiary institutions (Batten, 1978). General implementation of the policy would be well supported by all groups, even though slightly less strongly by senior educational administrators and parents than by others.

Increasing the availability of in-service education through part-time study during the year and through courses over the summer vacation (7.7) would be strongly supported by all groups. This policy could not ensure universal involvement of teachers in the way provision through paid leave (7.6) could but its advantages for those who did participate and for the schools were sufficient for the respondents. In fact, they thought it likely and desirable that completion of in-service education courses would become a factor in determining promotions.

Respondents wanted more in-service education opportunities for teachers and believed the profession needed and would benefit from them. No single pattern of provision was wanted. Certainly there was no strong conviction that all in-service courses should be tied to tertiary awards or be in the hands of tertiary institutions. Although some could well be, a dominant concern was that professional mutual-aid should be encouraged and facilitated.

5.7.3 Integration of Pre-service and In-service Education

An underlying theme in the responses to many of the policies in this study is that there should be closer relations between teacher education institutions and schools. There is no widespread demand for theoretical studies to be diminished but a real concern that programs must have a genuine practical edge. This is reflected in respondents' judgments about in-service education as much as pre-service. Involving teacher education institutions in the provision of in-service education is one way, respondents believed, to achieve this for the benefit of pre-service education.

If there is a body of staff in professional centres with a prime responsibility for in-service education, then respondents would want them involved in pre-service education as well, particularly in the supervision of teaching practice (7.9). Although they expected this to broaden the preparation of student teachers and to improve teaching practice, they had reservations about whether sufficient professional centre resources would be committed to pre-service education. There was also some concern that the teaching practice might become isolated from the theoretical studies of Education in the rest of the teacher education program.

Although respondents had some doubts about formal involvement of professional centre staff in pre-service programs as a way of achieving integration of pre-service and in-service education, they had no doubts about the desirability of integrated planning of these two phases of teacher education (7.1). They would expect from it more economic use of the total resources available for teacher education and higher quality teaching in the schools. They require no necessary integration in provision. Integration in planning is sufficient. It would allow significant policy changes such as an increase in the extent to which specialist training is undertaken through in-service rather than pre-service education regardless of whether the same institutions are involved in both. The views of the respondents echo the sentiments of a Unesco report on continuing education which claimed:

> "Conditions in which teachers are trained should be profoundly changed so that, essentially, they become educators rather than specialists in transmitting pre-established curricula; the principle of a first, accelerated training stage, followed by in-service training cycles should be adopted" (Faure, et al., 1972, p. 216).

6. ANALYSES OF INSTITUTION LEVEL POLICIES

This chapter provides an integrated discussion of the respondent groups' reactions to the 40 policies dealing with institutional considerations. The detailed results on which this discussion is based are presented in Appendix A and are not reproduced here. As with Chapter 5, this chapter is written so that it can be read without reference to the Appendix except that the validity of the intepretations presented here can be checked only by inspection of the detailed data there.

6.1 STRUCTURE OF TEACHER EDUCATION PROGRAMS

Policies 8.1-8.9

Although the full text of these policies is given in Chapter 2, and in Appendix A, they are reproduced in abbreviated form below to facilitate the presentation of this section:

Policy 8.1	All accredited three and four year teacher education programs to be degree courses;
Policy 8.2	Pre-service teacher preparation to be minimum of four years;
Policy 8.3	Length of program not fixed but depends on speed at which student develops required skills;
Policy 8.4	First two years of three and four year programs to be general tertiary education;
Policy 8.5	Professional teacher education and general education to be taken concurrently;
Policy 8.6	Choice of specialty (e.g. pre-school) deferred at least until second year;
Policy 8.7	Programs structured so that students can alter vocational choice during early part of course;
Policy 8.8	Provision for retraining former teachers seeking re-employment;
Policy 8.9	Provision for training teachers for institutions other than schools.

There is considerable controversy about the desirable form of teacher education programs and the degree of flexibility needed both to accommodate changes in students' vocational choices within teacher education and to facilitate transfer out to other programs.

6.1.1 Form of Programs

The length of pre-service teacher education programs and the level of the qualification awarded on successful completion have been issues of heated debate for many years. When courses for primary teachers were extended to three years in the Advanced Education sector the award adopted was a Diploma in Teaching at the non-degree (UG2) level. Other three year College courses leading to UG2 diploma awards provided adequate precedents.

Some of those three-year UG2 diploma courses had been subsequently upgraded to three-year degree level (UG1) courses. This had occurred with general courses in science and also with some professional courses in the health science field such as physiotherapy and occupational therapy. Formal internship requirements usually made these professional courses effectively longer than three years but still not a full four years. For the teaching profession, it was determined that the UG1 award should be reserved for the Bachelor of Education degree to be awarded on successful completion of a post-experience fourth year with which the UG2 diploma (or the PG1 Diploma in Education) could be upgraded.

Some Colleges have sought to have their three year courses for primary teachers accredited at UG1 level but all submissions considered so far have been rejected. In the University sector where institutions have been able to determine their own policies the Bachelor of Arts nomenclature has been adopted as the qualification for graduates of the three year courses for primary teachers at both

Murdoch and Deakin Universities. Deakin University originally proposed the award of a Bachelor of Education but, in order to preserve that nomenclature for a four year degree, followed the precedent set by Murdoch and chose the B.A.

Respondents in this study considered a proposal that all accredited three and four year teacher education courses should be degree courses (8.1). Those actively involved in teacher education, either in providing it or receiving it, thought this policy to be moderately desirable and so too did the senior educational administrators. Teachers, whose own qualifications would have been received under the arrangements which this policy would supercede, supported it but not so strongly. Parents shared their assessment of it as slightly desirable.

Any proposal to elevate the level of a basic award can be claimed to be credentialism, simply raising the level an award required for entry with either no real change in the quality of the course or no real need for whatever changes are made. Respondents in this case, however, judged both that programs for degree level awards would be superior and that more able candidates would be attracted. They would also expect the status of the profession to be raised if its entry qualification were at degree level like those of other professions. Their one concern was that the elevation in standard of the courses would be attempted through a greater emphasis on theoretical studies.

An alternative solution would be simply to make all pre-service teacher education courses of at least four years duration (8.2). Although those providing teacher education courses and parents thought this would be a moderately desirable shift in policy the other groups gave it only weak support. No groups doubted that teacher education could be improved by such lengthening of the minimum courses but there was concern about diminishing returns. Many respondents believed that greater gains could be made if the required funds were committed to in-service education.

A more radical method for determining the length of teacher education courses would be to determine the competencies required of graduates and to graduate students from a program as soon as they can demonstrate competence (8.3). This policy received very little support and some opposition because of doubts about whether the competencies required could be adequately defined and fears that attention to the general educational components of the courses would be reduced. Although some advantages for able students from the flexibility, and some general benefits for all students from the attempt to delineate the competencies required would be expected, the risks were seen to be too great for the respondents to want this policy.

Respondents preferred the more traditional approach of setting fixed course lengths and allowing successful completion and varying levels of competence. They would not all support a move to increase the minimum time from three to four years but believed that all courses, whether three or four years, should be degree courses. The three year Bachelor of Applied Science to four year Bachelor of Engineering two degree sequence would be an appropriate precedent in the College sector for their preferred policy.

6.1.2 Flexibility in Program Structure

The traditional pattern of teacher education for primary teachers in the Colleges has been an integrated program of professional and general studies through the whole course. The traditional pattern of teacher education for secondary teachers in the Universities has been initial completion of a bachelor's degree in a substantive teaching field and subsequent completion of a one-year Diploma in Education as a professional qualification. Both patterns now exist in both sectors and that has served only to heighten the debate about the relative advantages of end-on and concurrent professional education for teachers.

It is not just a question of whether intending teachers should complete a qualification in a substantive area before commencing professional training or whether the separate studies should be pursued concurrently. In teacher education courses leading only to a professional qualification the distribution and sequence of general and professional studies has to be determined. One possibility would be to use the first two years of three or four year courses of this type for general studies (8.4); another to develop professional studies concurrently with the general studies (8.5).

The latter proved to be a much more acceptable strategy for the respondents, with all groups judging it moderately to very desirable. They were quite neutral toward the former policy. The main benefit of an early concentration on general studies would be the ease with which students could change their choice of vocation without loss of credit. With a reduced likelihood of students being trapped unwillingly in a course to which they no longer have a commitment, those graduating to the teaching service would be expected to be genuinely committed to their profession.

Providing extended initial exposure only to general studies (8.4) allows the possibility of students being attracted away from teacher education by the appeal of other studies; providing early concurrent exposure to professional studies (8.5) the possibility of students discovering early that they are unsuited to the teaching role. The latter has the further advantages of allowing more time for the development of professional skills and more opportunity for relating advanced study of teaching subjects to the study of teaching methods.

Respondents clearly preferred the concurrent structure but they expressed concern that a general adoption of it would reduce the diversity in available structures, presumably because that could deny opportunities of entering teaching to those who make a late decision to do so. What is needed is a compromise which retains the opportunity for end-on study for those requiring it, but which more generally allows for concurrent study with easy transfer away from teacher education to other courses when the early experience of either the general or the professional studies highlights the wisdom of doing so. Respondents strongly endorsed the proposal that programs should be structured to facilitate early alterations of career choice (8.7).

Although respondents would be keen to allow early exposure to professional studies, they would prefer to delay professional specialization, such as the choice to teach at pre-school level, at least until after the first year (8.6). Students with a clear early knowledge of the specialty they want may be frustrated but the policy was supported strongly because it would be expected to produce more broadly prepared teachers, happier with the consequences of a better informed choice of specialty.

Respondents were convinced that places should be made available in teacher education programs for former teachers seeking re-employment (8.8). The benefits anticipated would be more competent re-employed teachers and a more stable workforce because of the high retention rate among re-appointed teachers. The respondents were not so sure, however, of the value of providing places in teacher education programs for those planning to teach in institutions other than schools (8.9). It was not that they expected any negative consequences. They saw only advantages but not ones about which they would be particularly excited, probably because the advantages would not accrue in their own areas of immediate concern. Senior administrators and the academics offering the programs saw the policy as moderately desirable because they saw the potential benefit of improved teaching in the non-school institutions and also because they saw advantages in a more diverse range of programs in teacher education institutions.

6.2 CONTENT OF TEACHER EDUCATION PROGRAMS

Policies 9.1-9.16

The full text of these policies is given in Chapter 2 and Appendix A. They are reproduced here in abbreviated form to facilitate the presentation in this section:

Policy 9.1 Professional studies (theoretical and practical) - 75% or more, general studies - 25% or less;

Policy 9.2 All primary school teachers develop a subject specialty;

Policy 9.3 In professional studies, only theoretical studies likely to influence practical performance included;

Policy 9.4 Each teacher education institution specializes in some subject teaching area or professional area (e.g. physical education, special education);

Policy 9.5 Teachers not prepared for particular school systems;

Policy 9.6 Student teachers strongly encouraged to gain experience in overseas education system;

Policy 9.7 Teachers prepared both for specialization in teaching one age level and for teaching at other levels;

Policy 9.8 All teachers do some coursework on recognition of children with special learning difficulties;

Policy 9.91 All programs provide course options in Aboriginal studies;

Policy 9.10	All teachers do some coursework in multicultural education;
Policy 9.11	Specialty in school administration offered in pre-service programs;
Policy 9.12	Programs oriented towards personal development of student teachers, in part through guidance and counselling;
Policy 9.13	Curriculum development procedures taught in advanced phase of programs;
Policy 9.14	Training in human relations emphasized;
Policy 9.15	Student teachers taught how to develop pupils' personal and social well-being;
Policy 9.16	Student teachers participate in planning and evaluating their own teacher education programs.

The purposes of teacher education programs inevitably influence the selection of program content. Argument about the content derives, in part, from differences in view about the relative emphases to be given to different purposes. In general, there are three sets of purposes which programs are designed to fulfil. The first is to continue the general education of the student teachers, particularly in those subject areas which the student will ultimately teach at lower levels; the second is to develop a knowledge of the professional field of Education; and the third is to develop practical teaching skills.

Some of the policies considered in this section contain specific recommendations about the balance of purposes and its reflection in content. Others address the related problem of determining the balance between compulsory and optional components of the program.

6.2.1 Program Balance

In four year courses for secondary teachers, in which the equivalent of a subject matter degree and a professional diploma are typically completed, one-quarter of the program has usually been devoted to professional studies. In three year programs for primary teachers the balance has been more variable among programs but the relative weighting of professional studies in Education, both theoretical and practical, has been higher than that in programs for secondary teachers.

Respondents were unwilling to endorse a proposal that 75 percent or more of all three and four year courses be devoted to professional studies (9.1). Parents as a group gave weak support to the policy; teachers and student teachers were neutral; while the other groups, particularly the senior administrators, rejected it. Some would expect, as a short-term benefit of such a policy, that beginning teachers might cope better with their practical teaching situations. Some even expected a long-term improvement in teaching competence. Those who rejected the policy not only doubted that student teachers would be more practically competent but also were concerned that the level of general education and specific subject matter competence would be diminished.

Clearly, respondents would not want to see the balance shifted to 3 to 1 in favour of professional studies over substantive studies, but how far would they want to go the other way? They were willing to give weak endorsement to a proposal that even primary school teachers should develop a subject area specialty (9.2). They would not want this to create a heavy emphasis on 'subject' teaching in primary schools, but did believe that primary school teaching could be improved if teachers with more specialized skills in different subject areas worked together in teams.

The tension between the competing demands of professional and substantive studies is paralleled, within professional studies, by a tension between more practical and theoretical studies. Teaching practice has an obvious place in professional training. Some professional studies, such as curriculum studies and educational psychology, have a more direct connection with professional practice than do others, such as history of education. Respondents generally would reject any attempt to exclude studies of the latter type from pre-service courses (9.3), though parents and student teachers were not as convinced as the others. Respondents believed that a closer integration of theory and practice could be forged if only those theoretical studies with direct implications for practice were retained but they were concerned about other costs. Without a broader perspective on educational issues they were afraid teachers would be uncritical of existing practice and even inflexible in the long term.

Respondents wanted no diminution in the academic studies undertaken by student teachers, in substantive or professional areas, in favour of more practical studies. They did, however, want more attention given to the personal development of student teachers (9.12). Through the counselling and support required to achieve this they thought it probable that student teachers with a genuine commitment to teaching would be more likely to complete their programs and those without it more likely to withdraw. In the long term, they would expect teachers to be more oriented to the personal development of the pupils.

The dominant educational institutions in Australia have been the State Education Departments and their role in training their own teachers in Departmental Teachers' Colleges has left a strong legacy. Since the days when student teachers were taught the very specific requirements of a single system, even the detail of how to complete particular statistical returns, there has been a tradition of preparing student teachers for a single system. The establishment and growth of the Commonwealth Teaching Service and the development of teacher education programs in institutions like the Canberra College of Advanced Education with no clear ties to a single system have helped to weaken the tradition of training teachers for a single system. The granting of autonomy to the Teachers' Colleges opened the possibilities of further weakening, even abandonment.

Respondents from all groups took a very strong view on this matter. They believed that teachers should be prepared more broadly than for only one specific school system (9.5). They saw many advantages in such a policy, primarily in a reduction in the differences between systems. They were not agreed about whether the changes should go to the extent of producing more uniformity among schools but the respondent groups which least wanted uniformity were least inclined to expect it as a consequence of the policy. Reductions in between-system differences would be expected from increased teacher mobility and a greater variablity of approaches within schools.

The local focus of training which cemented the between-system differences preserved a uniformity within systems not only in schools but also in teacher education programs. Within each State system all Departmental Colleges tended to be very similar in the range and emphases of their programs. Respondents in this study judged that it would be desirable if this tradition were to be broken with each teacher education institution providing general programs were to develop a specialization in some subject teaching area or other professional domain, such as an area of special education (9.4). They judged that, with this reduction in duplication between institutions, student teachers would be more likely to select their institution on the basis of its specialty, that they would be more satisfied with their programs and that the programs would be improved. The policy did not propose an abandoment of broad programs, only the development of additional specialization.

In the planning and evaluation of teacher education programs, respondents would give moderately strong support for the participation of student teachers (9.16). Parents and teachers were not as convinced as the others of the desirability of the policy because of concern that standards might fall and that programs would be changed too frequently. In general, however, the view taken was that giving student teachers some responsibility for their programs would involve them more, increase their communication with faculty, subject the programs to more critical evaluation and ultimately to improve the programs.

6.2.2 Compulsory Components

In the five policies in this study (9.8, 9.10, 9.13, 9.14, 9.15) which dealt with compulsory components of the curriculum for teacher education, no attempt was made to review all elements presently compulsory in various programs. In fact, the five policy proposals simply nominated additional areas which might become compulsory. Respondents were not invited to nominate areas which might be reduced or removed to make way for any additions they approved, but among the consequences they were given an opportunity to indicate whether they thought the addition could be achieved without detrimental effects on particular other areas of the program.

All respondent groups were agreed in their views about the value of all five proposed additions to the compulsory core of teacher education programs. They gave moderate to very strong support to all of them.

Providing all student teachers with some coursework on the recognition of children with special learning difficulties (9.8) was the most strongly endorsed of all 78 policies in this study. The only reservation derived from a fear that a little knowledge might be a dangerous thing; that teachers might assume responsibility for children with whose difficulties they did not have the skills to deal. In general, however, respondents expected the knowledge to be well used with earlier recognition of children's difficulties and appropriate classroom treatment or referral for specialist treatment.

Respondents recognized a need for teachers to consider the role of schools in a multicultural society during their preparation as teachers (9.10). They gave this policy weaker support than any of the others proposing additional compulsory studies because they had some concern that it could be fitted in only at the expense of practical studies. They felt there would be less resentment among student teachers if it were made available as an option. Nevertheless, they gave it moderately strong support. They would expect it to make teachers more critical of existing educational theories and practices developed largely for an Australian society viewed as mono-cultural.

As the responsibility for curriculum development has begun to shift from central authorities to schools the demands on teachers have increased. In recognition of this, respondents judged that student teachers should receive instruction in curriculum development in the advanced phase of their courses (9.13). They would, as a consequence, be better able as teachers to adapt curricula to the needs of their pupils and able to speed the process of curriculum change.

All groups judged it very desirable that training in human relations be included in the education of student teachers (9.14) and that they also be taught how to enhance the personal and social development of their pupils (9.15). They saw no serious psychological risks for either teachers or children from either of these policies. On the contrary, they would expect better adjusted teachers and pupils, better able to communicate with one another.

6.2.3 Optional Components

No attempt was made in the four policies dealing with optional components of teacher education programs (9.6, 9.7, 9.9 and 9.11) to canvass all possible options. These policies simply propose what, for most programs, would be new options.

There was only slight support for offering experience of an overseas system during training (9.6) or for introducting specialist pre-service courses in educational administration (9.11). With the former, cost would be the major impediment, a sufficient concern to outweigh the anticipated benefits of a broadened perspective and a more critical approach to Australian practices. With the latter there were reservations for some about the creation of a specialist class of school administrators likely to gain administrative appointments without much teaching experience. Parents and student teachers were more confident that the standard of school administration could be raised through optional pre-service courses but their optimism was not shared by the professionals.

Respondents thought that while student teachers should specialize in teaching pupils of a particular age level, their choice of age level should be exercised within the context of a general preparation designed to enable them to teach at other levels as well (9.7). Those who valued less specialization, the senior administrators and academics, saw this policy as likely to achieve it. Those who did not value less specialization were convinced the policy would not produce it. Regardless of whether or not teachers ended up in more specialist roles, they would be expected to be more broadly and better prepared if this policy were implemented and ultimately happier to work at the level they chose.

Providing optional courses in Aboriginal studies (9.9) received moderately strong endorsement. Its anticipated benefits would be general ones: giving student teachers more options for study and specialization; and making them more aware of Aboriginal culture and educational problems. Given the positive judgments of the likely consequences, it is perhaps surprising that the policy was not even more strongly endorsed. The reason may be that the respondents believed there to be other more general ways to achieve these general objectives or perhaps that a more specific policy would achieve these general objectives and other more specific ones as well.

6.3 PROVISION OF TEACHING PRACTICE

Policies 10.1-10.15

The full text of these policies is given in Chapter 2 and Appendix A. They are reproduced here in abbreviated form to facilitate the presentation in this section:

Policy 10.1	Students work 2-3 weeks as teacher aides before commencing teacher education;
Policy 10.2	Extensive support and supervision during teaching practice;
Policy 10.3	Teaching practice with small groups of children as well as whole classes;
Policy 10.4	Teaching practice with groups mixed in ages and levels;
Policy 10.5	Teaching practice in a team of student teachers;
Policy 10.6	Teaching practice at different schools;

Policy 10.7 Teaching practice to include at least one full term in a school;

Policy 10.8 An average of 2-3 days per week spent in schools;

Policy 10.9 Supervising teachers selected by teacher education institutions not schools;

Policy 10.10 School principal given significant role in coordinating aims of teacher education institution and supervising teachers;

Policy 10.11 Teachers supervise practice without payment;

Policy 10.12 Courses of 3-4 days yearly for supervising teachers;

Policy 10.13 Supervising teachers allowed voluntary attendance at courses taken by the student teachers;

Policy 10.14 Regular interaction between teacher education staff and supervising teachers;

Policy 10.15 Teacher education staff undertake regular periods of classroom teaching.

Among the earliest programs of teacher education in Australia were schemes providing training in the classroom under the supervision of an experienced teachers. The development of increasingly formal academic study requirements shifted these programs more and more away from the classroom during training. There are those who look with regret on the passing of that essentially 'apprenticeship training' scheme and who regularly claim that contemporary programs provide insufficient classroom experience. Some institutions have attempted to recover the essence of these earlier programs, conducting some trial programs entirely in schools. Melbourne University's school based Diploma in Education is an example.

The debate about the place of practice teaching in teacher education revolves around the form it should take, the amount of time which should be committed to it, and the type of relationship between teacher education institution and school required to support it. The significance of the debate is reflected in the inclusion of fifteen policy statements relating to practice teaching in this study.

6.3.1 Form of Teaching Practice

The possibility of providing a preliminary classroom experience for intending student teachers before they actually commence the first year of their course was canvassed. The particular proposal was that they should work for two to three weeks as teacher aides (10.1). The policy received slight to moderate support. Those supporting it believed it would provide students with a more realistic basis on which to assess their own suitability for teaching. Those continuing would be expected to be more genuine and highly motivated. It was even anticipated that the practical experience would facilitate the student teachers' subsequent attempts in coursework to relate theory to practice. Those less enamoured of the policy simply doubted that these outcomes could occur from such a brief exposure to classrooms in the role of teacher aide.

The remaining five proposals (10.2 to 10.6) about the form of teaching practice commanded moderate to strong support. All of them were strategies which respondents thought would increase the competence and confidence of beginning teachers except for 10.4 for which the benefits would be expected to be more long term. Giving extensive support and supervision (10.2), experience with small group as well as whole class teaching (10.3), opportunities to work in a team (10.5) and experience in more than one school (10.6) would all be expected to enhance the classroom survival skills of beginning teachers. Having them work with mixed age levels (10.4) may deny them some specialization and depth as they begin teaching but, in the long term, would be expected to make them more able to individualize instruction, more able to adapt to different teaching appointments, and generally better teachers.

The opportunity to develop teaching skills through supervised practice with small groups and to review the practice with the supervisor (10.3) would be expected to develop skills of self evaluation. The opportunity to work in a team of student teachers (10.5) would be expected to foster both team skills and individual specialization and to make student teachers more aware of their own weaknesses. There was no fear that they would then avoid working to remedy their weaknesses.

The most strongly endorsed policy proposed that student teachers should gain experience in more than one school (10.6). The one disadvantage anticipated would be that the student teachers would not have the continuing contact with a group of pupils which reveals the extent and nature of child development. For the gains which would be expected from a broader set of experiences, that disadvantage would readily be tolerated.

6.3.2 Amount of Teaching Practice

The amount of time and the distribution of that time which student teachers spend in schools vary from program to program. Some programs distribute the time in blocks of several weeks. Some distribute it in single days per week. For some institutions, non-Education course requirements on campus constrain the choice. Whether or not all teaching practice is undertaken in continuous periods, all student teachers have some extended experience in the classroom.

Respondents gave some support to the notion that this extended practice should be of a full term's duration and should be preceded and followed by campus instruction (10.7). They gave similar support to a proposal that 40-60 percent of a teacher education program (equivalent to 2-3 days per week) should be spent in schools (10.8) though the groups were not agreed on this policy. Teachers gave it moderate support, student teachers and parents slight to moderate, senior administrators and lecturers slight support; while heads of programs opposed it.

On both of these policies there were marked disagreements among respondents, not necessarily attributable to their group membership. The respondent groups were largely agreed about the desirability of consequences such as increased competence and confidence of beginning teachers, more satisfied student teachers and better integration of theory and practice. What they did not agree about was whether these policies would produce such consequences. Some thought that shifting from the campus to the schools would do it; others were sceptical. The resulting overall view in both cases was slight support for the policy. There was no strong consensus, however, to shift the bulk of a teacher education program to the schools or to ensure that a continuous practice as long as a full school term be provided.

6.3.3 Cooperation of Schools and Teacher Education Institutions

The policies proposing that more time be spent on teaching practice represent one way of attempting to maintain a close touch with classroom reality in teacher education programs. Another is to forge strong links between teacher education institutions and schools. One of the very desirable consequences anticipated from more extensive support of students during practice (10.2) would be improved relations between teacher education institutions and schools.

Three types of benefits can be anticipated from improved relations. Supervising teachers can understand better the objectives of the teacher education programs and provide more relevant supervision. Staff in teacher education institutions can become more aware of current teaching conditions, practices and problems and make their courses more relevant. There can be a more rapid diffusion of new ideas, techniques and curricula from teacher education institutions into schools.

Allowing teacher education institutions, rather than the school or school system, to select the teachers to supervise their students on teaching practice (10.9) would be expected by some to guarantee better integration of campus courses and teaching practices and better supervision of the practice. Academics gave solid support to this policy but teachers gave it none. The rest gave it slight support. The main concern of those opposing the policy was that it would generate conflict between the teacher education institution and the school.

Clearly a more broadly based cooperation is needed than might be achieved through selection of supervising teachers deemed suitable by teacher education institutions. Giving the school principal a significant role in coordinating the aims of the teacher education program and the supervising teachers (10.10) would be expected to improve the supervision and enhance the integration of campus courses and school practice. Student teachers were least enthusiastic about this policy because they were less convinced that the anticipated integration and other benefits would actually be achieved.

All groups gave strong support to a general proposal for regular interaction between teacher education staff and supervising teachers (10.14) and equally strong support to a proposal that this be achieved through annual courses of 3-4 days duration for supervising teachers (10.12). This personal interaction was judged more desirable than coordination through a school administrator. This interaction would be expected to be a two-way process with teacher education staff gaining a better appreciation of the practical school situation as well as communicating their own goals in teacher education.

Simply allowing voluntary attendance of supervising teachers at campus courses, although receiving moderate support as a policy proposal (10.13), was seen to be less desirable than providing a structured 2-3 day course for all supervising teachers. The disadvantages of a 2-3 day course would be essentially logistic, creating more unnecessary disruption of the schools.

All of the strategies for increasing communication (10.12 to 10.15) would be expected to expose teachers to new developments in education, both in theoretical debate and in curriculum change, and to facilitate the diffusion of the developments in the schools. Requiring teacher education staff to keep directly in touch with classroom realities through regular periods of classroom teaching (10.15) would be expected to make their teacher education programs more relevant to the requirements of teaching in the schools and more credible. Teachers, student teachers and parents strongly endorsed this policy. Senior administrators and academics gave it moderate support. Among the reservations were a concern about disruption of the schools and a fear that, if the teacher education staff became too involved in the schools, their programs would become more oriented to the maintenance of existing practices and less concerned with changing them.

A policy which met with little support was the one proposing that supervision of student teachers be accepted as a professional responsibility by teachers and that no payment be made for it (10.11). Senior administrators, heads of programs and parents judged the policy to be slightly desirable. The others, particularly teachers, opposed it. The problem, as far as the groups saw it, was that things have gone too far for such a policy to be implemented now. Union action and teacher resentment about the withdrawal of an existing benefit were the impediments seen. Some felt the status of the teaching profession would be enhanced but that view was not held universally. The practical training of new recruits to the profession is something for which respondents accepted teachers should continue to be paid.

7. THE NEEDS OF TEACHER EDUCATION

The discussion in Chapters 5 and 6 of the respondents' judgments of the policies in this study identified patterns in their views of related policies and drew upon their judgments of potential consequences to explain these views. In this concluding chapter, several major themes, revealed in their judgments of both policies and consequences, are identified. They appear to have been crucial for the respondents.

In broad terms the themes are that future developments of teacher education should be undertaken with a national perspective; that the quality of persons attracted to teacher education should be raised; and that the quality of teacher education programs should be raised.

7.1 A NATIONAL PERSPECTIVE

The value of a national perspective appealed to respondents at a number of levels and for a number of reasons. Rationalization of resources to produce more economic development certainly appealed not so much for economy's sake but to raise the level of resource provision for the programs which are conducted. Support for the establishment of a national liaison committee (3.2) revealed a desire for coordination through cooperative efforts rather than through an administrative agency.

Respondents' willingness to cede funding responsibility to the Commonwealth Government cannot be seen necessarily as a plea for national administration in the absence of further evidence. Their view of the consequences of this policy suggest a belief that such a transfer would produce the improved support they wanted to see.

They wanted a coordination which would remove unnecessary duplication between institutions, providing in some areas for institutional specialization (1.6, 1.7, 1.8, 9.4), but not constraining the total system by any rigid application of manpower planning procedures (3.3). Whether the coordination should produce greater uniformity within the system was a matter of some disagreement. The lay parent group revealed a desire for more uniformity in both schooling and teacher education, a desire not shared by the professional groups (3.2, 9.5).

In addition to coordination from a national perspective, regardless of the level at which administrative and financial control might be exercised, respondents saw advantages in a national attempt to set minimum standards for teacher education programs. They believed it could be achieved through a national accreditation system for teacher education institutions (3.1) and a national registration system for teachers (6.1).

The willingness of the respondents to pursue the advantages of a national perspective to some extent through a transfer of power away from institutional and State levels towards a national level was probably, in part, a reaction to the parochial history of the programs which had run in Teachers' Colleges. These programs, through which the majority of teachers had been trained, had been tailored very precisely to the needs of the Government schools in the States in which they were conducted. Respondents wanted to see student teachers prepared to teach anywhere in Australia not just for one system (9.5) and were eager to see a system of staff exchange among institutions which would help free them from any restricted parochialism (3.4). On the possibility of going even further in encouraging student teachers to gain some experience outside the country, the limiting factor which led respondents to deny the policy support was its potential cost (9.7).

7.2 IMPROVED QUALITY OF STUDENT TEACHERS

A clear theme in the responses to the policies and their consequences was a desire to see the standard of teachers and teaching raised. Although these are clearly interdependent there were points at which they could be distinguished. Teacher education programs are obviously designed to raise the standards of both, but there are other more direct ways of improving the standard of teachers.

Respondents revealed a belief that some people commence or remain in teacher education programs for the wrong reasons and then can even become teachers despite the evidence and even personal conviction that other employment would be better. The contractual obligations imposed on scholarship holders (4.3) were believed to hold some in training and service against their own better judgments. Scholarship schemes in themselves, when not part of a general scheme for tertiary students, can provide the wrong incentives for students to undertake teacher education rather than some other tertiary course for which they have a stronger preference but for which they can obtain no support (4.1).

Once students have begun a teacher education course, respondents believed it important that they should have ready opportunities to alter their vocational choice, particularly in the early stages of the course (8.7). Evidence of the wisdom of a change could come from the positive attraction of alternatives discovered in general studies (8.4) or from negative experiences of the classroom teacher's role either early in the course (8.5, 10.1) or during a period of extended teaching practice (10.7). Among the reasons for which locating teacher education courses in multi-purpose institutions held such appeal were that student teachers would obtain a better exposure to non-Education studies and that transference out of teacher education into other courses would be easier (1.2, 1.3, 1.4).

Many of the policies which gained approval did so because respondents judged that they would result in teachers with a stronger commitment to their profession. Sometimes the gain was seen as a net gain, a consequence of those without commitment or with a declining commitment discovering it and being able to withdraw. In other cases it was seen as an overall deepening of commitment. Delaying students' choice of their specialty, for example, was seen as likely to produce wiser and more personally satisfying choices even though the initial impact might be to cause some frustration to the students (8.6). One obviously appealing way to obtain more committed teachers would be to select for it. Although respondents would not be willing to support concessions on academic criteria they would support the imposition of additional selection criteria such as motivation and attitudes (5.1, 5.2).

A desire to raise the status of the teaching profession, and of teacher education, was an important influence on respondents' judgments. They endorsed policies which offered prospects of enhancing the status of teaching and gave some evidence that an important result of this would be an improvement in the quality of entrants attracted to teacher education (Raising the initial qualification to degree level to match that in other professions (8.1) and providing a scholarship scheme which would ensure that able students were not unable to study (4.1) were two policies supported to achieve an improved quality among student teachers.

Respondents were certainly unwilling to support any concessions on selection criteria to increase or even maintain the proportion of males in the teaching service. They were more interested in policies which gave the prospect of attracting able males than in practices which weighted gender ahead of aptitude. They were not, however, unwilling to see concessions made where social justice might be advanced through doing so, for example, in recruiting Aborigines to teacher education.

7.3 IMPROVED QUALITY OF TEACHER EDUCATION

A major change which respondents wanted was an increase in the level of funding of teacher education. What they required was a relative improvement which would elevate the support of teacher education to the level of that provided for the preparation of other professionals, such as social workers (2.1 to 2.4). From this, as much as from other more direct policy changes, would come the improvements they desired in the preparation of teachers.

They were willing to see standards, at least minimum standards, controlled through procedures such as institutional accreditation (3.1) and the registration of graduates (6.1). They believed a qualitative improvement in programs to achieve degree level awards for initial training to be justified (8.1) though they were reluctant to endorse a lengthening of the minimum requirements from three to four years (8.3). They wanted better not more!

They believed that the level of general studies undertaken by teachers should be improved and saw the accommodation of teacher education within multi-purpose tertiary institutions as an effective way to achieve this (8.1, 8.2), though they baulked at amalgamation as a way to deal with existing single-purpose institutions. On the question of non-Government Colleges they equivocated. On the one hand they believed it important for these Colleges to obtain substantial Government support to improve their quality (2.4) but on the other wondered if their base might not be so narrow that it would be better for their students to enrol in public institutions (1.5).

No support was given to the idea of teacher education programs containing mostly professional studies with a small component (about 25%) of general studies (9.1). On the relationship between professional and general studies, however, the respondents were somewhat torn. They did not want general studies to become divorced from Education studies, in particular they did not want the study of teaching subjects to be separated too widely from the study of related teaching methods. They did, however, want the study of general subjects to proceed at a level which would facilitate student transfers to major study in those areas. Which principle they would sacrifice first, they were not asked explicitly, but it appears it would be the former.

Within professional education, there was a concern that the emphasis be sufficiently practical to ensure that beginning teachers were competent in professional practice. There was, however, no readiness to abandon or diminish the role of theoretical studies in Education (9.3) or to focus narrowly on teaching competencies (8.3). Rather, there was a clear belief that those studies designed to develop practical skills, both curriculum studies and teaching practice, should be developed with a clear eye to the reality of contemporary classroom practice. Institutions of teacher education, it was felt, could best do this by forging strong working relationships with schools (10.2, 10.8, 10.10, 10.12, 10.13, 10.14, 10.15).

Respondents also wanted to see the objectives of teacher education programs broadened beyond attention to cognitive and performance skills. They wanted attention given to the development of the students' interpersonal skills (9.12, 9.14) and to their ability to facilitate the personal and social development of their pupils (9.15).

7.4 EPILOGUE

Since 1973, the educational climate in Australia has changed with bewildering rapidity. The heady days of expansion have receded into the past, and the gloomy days of recession stretch on into the future.

In 1973 it was a widely held belief that an infusion into education of more money, more people, more resources would lead to higher standards of student attainment. More meant better. Today that belief has gone and more critical eyes are turned onto the educational system. The question now is not "How can we use this money?" but rather "Can this money be better used elsewhere?"

Perhaps no sector of the educational system is as vulnerable to the new scrutiny as teacher education. There is a great oversupply of teachers throughout Australia and the number of unemployed teachers is expected to increase substantially in the coming decade. There are many teacher education programs in Australia. Some institutions depend heavily on their teacher education enrolments because they constitute a large proportion of their enrolment. The time for rationalization of resources has clearly come. Come too has the time to upgrade standards of teacher education and teaching by means other than increased funding.

Although the present study was conducted in the days of educational expansion, just five years ago, the dreams it reveals as well as the judgments of appropriate means of realization remain relevent. The voices which it gives expression to, of senior administrators, of teacher educators, of parents, of teachers, and of student teachers, are no doubt somewhat different today. They spoke in 1973 with the voice of the entrepreneur, not the accountant who is heard so often now. The voice of 1973 is not predominately one of self interest, but rather one that speaks of the need to improve teaching and teacher education in Australia; of making efficient use of educational resources; and of ensuring that the children of the future will be well served by what we do now. It is a voice that is not stilled by recession and austerity. It is a voice that must continue to be heard and heeded.

REFERENCES

Adelson, M., Alkin, M., Carey, C. and Helmer, O. Planning education for the future: Comments on a pilot study. Part III. The education innovation study. American Behavioral Scientist, 1967, *10,* 8-27.

Anderson, D.P. Ohio State study: Clarifying and setting objectives on an intermediate school district's objectives utilizing the Delphi technique. Paper presented at a symposium "Exploring the potential of the Delphi technique by analysing its applications" at the annual meeting of the American Educational Research Association, Minneapolis, 1970.

Anderson Report. *Post-secondary education in South Australia*. Report of the Committee of Enquiry into Post-secondary education in South Australia. (Chairman: D.S. Anderson). South Australia: Government Printing Press, 1978.

Australian College of Education. *Submission to the Committee on Teacher* Education in Queensland. Melbourne: Australian College of Education, 1977.

Batten, M. *National evaluation of development programme.* Schools Commission evaluation studies. Canberra: Schools Commission, January, 1979.

Berghofer, D.E. An application of the Delphi technique to educational planning. *The Canadian Administrator*. 1971, *10,* 25-28.

Berghofer, D.E. The future perspective in educational policy development. Unpublished doctoral dissertation, University of Alberta, 1972.

Browne, R.K. McGaw, B. and Turner, T.J. (Eds.) *The future of teacher education in Australia*. Papers presented at a Workshop held at the Darling Downs Institute of Advanced Education, 2-3 May 1973. Brisbane: Research and Curriculum Branch, Department of Education, Queensland, 1973.

Clarke, S.C.T. and Coutts, H.T. *The future of teacher education.* Edmonton, Alberta: Faculty of Education, University of Alberta, 1971.

Cyphert, F.R. and Gant, W.L. The Delphi technique: A tool for collecting opinions in teacher education. *Journal of Teacher Education*, 1970, *21*, 417-425.

Dalkey, N.C. Predicting the future. Rand Paper P 3948. Santa Monica, California: Rand Corporation, 1968.

Dalkey, N.C. *The Delphi method: An experimental study of group* opinion. Rand Memorandum, RM-5888-PR. Santa Monica, California: Rand Corporation, 1969.

Dalkey, N.C. and Brown, B. Comparison of group judgment techniques with short range predictions and almanac questions. Rand Report R-678. Santa Monica, California: Rand Corporation, 1969.

Dalkey, N.C., Brown, B. and Cochran, S. The Delphi method III: Use of self-ratings to improve group estimates. Rand Memorandum RM-6115-PR. Santa Monica, California: Rand Corporation, 1969.

Dalkey, N.C. and Rourke, D.L. Experimental assessment of Delphi procedures with group value judgments. Rand Report, R-612. Santa Monica, California: Rand Corporation, 1971.

Dyck, H.J. and Emery, G.J. Social failures. Edmonton, Alberta: Westride Institute, 1970.

Faure, E., et al. Learning to be: The world of education today and tomorrow. Paris: Unesco, 1972.

Finn, J.D. A general model for multivariate analysis. New York: Holt, Rinehart and Winston, 1974.

Finn, J.D. MULTIVARIANCE: Univariate and multivariate analysis of variance, covariance and regression. Ann Arbor, Michigan: National Educational Resources, 1972.

Gordon, T.J. and Sahr, R. Report on forecasts of educational administration. Middletown, Connecticut: Institute for the Future, 1968.

Helmer, O. The use of the Delphi technique in problems of educational innovations. Rand Paper P 3499. Santa Monica, California: Rand Corporation, 1966.

Hudspeth, D. A long-range planning tool for education: The Focus Delphi. New York: State University of New York, 1970.

Jackson Report. Tertiary education in Western Australia. Report of the Committee on Tertiary Education in Western Australia. (Chairman: L.Jackson). Perth: Government Printing Press, 1967.

James Report. Teacher education and training. Report by a Committee of Inquiry to the Department of Education and Science, Great Britain. (Chairman: Lord James). London: HMSO, 1972.

Karmel Report: Education in South Australia. Report of the Committee on Enquiry into Education in South Australia, 1969-70 (Chairman: P.H.Karmel). Adelaide: Government Printer, 1971.

Karmel Report: Schools in Australia. Report of the Interim Committee for the Australian Schools Commission. (Chairman: P.H.Karmel) Canberra: Australian Government Publishing Service, May, 1973.

Maclaine, A.G. Australian education: Progress, problems and prospects. Sydney: 1974.

Martin Report. Tertiary education in Australia. Report of the Committee on the Future of Tertiary Education in Australia. (Chairman: L.H.Martin). Melbourne: Government Printer, 1964-5.

McGaw, B. Browne, R.K., and Rees, P. Delphi in education: Review and assessment. Australian Journal of Education, 1976, 20,59-76.

Moore, W.E. and Wines, R.M. Delphi census on evaluation and certification proposals for 1975 in N.S.W. Sydney: Centre for Research in Measurement and evaluation. Department of Education, N.S.W. 1973.

Murphy Report. Teacher education in Queensland. Report of the Committee appointed to Review Teacher Education in Queensland and to Make Recommendations on the Future Development of Teacher Education. (Chairman: G.D.K.Murphy). Brisbane: Department of Education, 1971.

Partridge, P.H. Schools, society and progress in Australia. Sydney: Pergamon, 1968.

Partridge Report. Report of the Committee of Inquiry into Post-Secondary Education in Western Australia. (Chairman, P.H.Partridge). Perth, Government Printing Press, 1976.

Partridge Report. Report of the Committee of Inquiry into Post-Secondary Education in Victoria.(Chairman: P.H.Partridge). Melbourne: Government Printing Press, 1978.

Ramsay Report. Report of the Committee on State Education in Victoria. (Chairman: A.H.Ramsay) Melbourne: Government Printing Press, 1960.

Ramsay Report. The development of tertiary education in Victoria, 1963-72. Report of the Committee for the development of Tertiary Education in Victoria (Chairman: A.H.Ramsay). Melbourne: Government Printing Press. 1963.

Sandow, S.A. Educational policy formation: Planning with the Focus Delphi and the Cross-Purpose Matrix. Educational Policy Research Center, Report R.R.9. Syracuse, New York: E.P.R.C., Syracuse University, 1972.

Sandow, S.A. The pedagogical structure of methods for thinking about the future: The citizen's function in planning. Educational Policy Research Center, Working Draft. Syracuse, New York: E.P.R.C., Syracuse University, 1970.

Senate Report. Report on the Commonwealth's role in teacher education. Report of the Senate Standing Committee on Education, Science and the Arts. Canberra: Government Printer, 1972.

Turoff, M. Delphi and its potential impact on information systems. Fall Joint Computer Conference, Federation of Information Processing Societies Conference Proceedings, 39. Washington, D.C. Spartan Books, 1971.

Turoff, M. Delphi conferencing: Computer based conferencing with anonymity. Technological Forecasting and Social Change, 1972, 3, 159-204.

Uhl, N.P. Identifying institutional goals: Encouraging convergence of opinion through the Delphi technique. National Laboratory for Higher Education, Research Monograph No.2. Durham, North Carolina: National Laboratory for Higher Education, 1971.

Umpleby, S.A. The Delphi exploration: A computer-based system for obtaining subjective judgments on alternative futures. Unpublished Master's thesis, University of Illinois, 1969.

Weaver, W.T. Delphi: A critical review. Educational Policy Research Center, Report R.R.7. Syracuse, New York: E.P.R.C. Syracuse University, 1972.

Williams Report. Education, training and employment. Report of the Committee of Inquiry into Education and Training. (Chairman: B.R.Williams) Canberra: Australian Government Printing Press, Feb.1979.

APPENDIX A

ANALYSES OF FINAL ROUND RESPONSES

This Appendix provides the detailed results of the analyses of the responses to the final round questionnaire. Analyses are reported for the final judgments of each of the 78 policies and,for each policy, for the judgments of each of the seven consequences.

The statistical analyses used are outlined in Section 4.3.2 of the text and described in more detail in Appendix C. The format of the questionnaire with which the data for these analyses were collected is given in Figure B-4 in Appendix B. For each of the policies the following summaries of the statistical analyses are given:

Judgments of Policy

(1) table giving mean ratings, by each group of respondents, of the extent of their knowledge of the policy area and the desirability of the implementation of the policy, together with tests of significance of the differences among the means:

(2) rank of policy among the 78 policies, established as described in Appendix C, by

   (a) overall mean rating of desirability, the policy with the highest desirability rating being ranked 1 and that with the lowest being ranked 78;

   (b) degree of consensus among groups, the policy with the greatest degree of consensus being ranked 1 and that with the lowest being ranked 78;

   (c) degree of consensus within groups, the policy with the greatest degree of consensus being ranked 1 and that with the lowest being ranked 78;

Judgments of Consequences

(1) table giving mean ratings, by groups most and least favourably disposed to the policy (based on median split in judgments of desirability of policy implementation), of the likelihood of various consequences following from policy implementation, and the desirability of those consequences;

(2) graph of the mean ratings of likelihood of the consequences following from policy implementation and of the desirability of the consequences, for groups of higher and lower raters of policy(given only if there were significant differences between the higher and lower raters); and

(3) table giving mean ratings, by each original group of respondents, of the likelihood of various consequences following from policy implementation and of the desirability of these consequences (given only if there were significant differences among the groups).

The rating scales on which the mean scores in these tables and figures are based are set out in Table A - 0.

TABLE A-0

Rating Scales on which Summary Tables are Based

RATINGS OF POLICIES:

Knowledge of Policy Area

5 = very extensive

4 = extensive

3 = moderate

2 = limited

1 = very limited

Desirability of Implementing Policy

6 = very desirable

5 = moderately desirable

4 = slightly desirable

3 = slightly undesirable

2 = moderately undesirable

1 = very undesirable

RATINGS OF CONSEQUENCES:

Likelihood that Consequence Will Follow from Policy Implementation

6 = highly likely

5 = fairly likely

4 = more likely than not

3 = more unlikely than not

2 = fairly unlikely

1 = highly unlikely

Desirability of Consequence

6 = very desirable

5 = moderately desirable

4 = slightly desirable

3 = slightly undesirable

2 = moderately undesirable

1 = very undesirable

In addition to the tables and figures summarizing the statistical analyses an interpretive commentary is provided for each policy. No attempt is made in these commendatires to relate the results for different policies. That is attempted in Chapters 5 and 7 of the text.

The commentary in this Appendix for each policy provides an explicit listing of the consequences overall judged likely to occur together with an indication of the overall mean rating of the desirability of the consequence. Differences between higher and lower raters of the policy in their judgments of the consequences are used to infer which were the crucial consequences in determining how strongly disposed a respondent was to the policy.

Where there were differences among the respondent groups' judgments of the consequences not attributable to the differences between higher and lower raters of the policy, these differences are set out and interpreted. The statistical properties of these residual differences are referred to in Section 4.3.2 of the text and described in more detail in Appendix C.

POLICY 1.1 Colleges of Advanced Education and the Teachers' Colleges shall provide programs of teacher preparation while Universities shall not train teachers but shall offer theoretical studies in Education.

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.2 (slightly undesirable)

Group differences:

significant differences among groups with 'providers' of teacher education programs (senior administrators, heads of programs, lecturers) rating the policy 'slightly' to 'moderately' undesirable and 'clients' (teachers, student teachers and parent representatives) rating it 'slightly desirable'.

Extent of Knowledge of Policy

Group Differences:

significant differences among groups with judgments of own knowledge inversely related to judgments of policy; those judging their own knowledge to be greatest judged the policy to be less desirable.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Slightly desirable:

(7) increased practical orientation of pre-service teacher education programs;

Moderately undesirable:

(2) less integration of theory and practice in Education;

(3) difference in academic status between Universities and Colleges of Advanced Education (including Teachers Colleges);

(4) restricted opportunities for growth in Colleges of Advanced Education and Teachers Colleges in offering postgraduate courses.

Respondents were equivocal about the likelihood of the other consequences following implementation of the policy. There was no conviction that they were unlikely but no strong view that they were likely either. All three of them were judged to be moderately undesirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (72):	policy rating ≥ 4	(any 'desirable' response)
lower raters (87):	policy rating < 4	(any 'undesirable' response)

Differences between higher and lower raters:

Lower raters of the policy judged consequences 2, 3 and 4 more undesirable and more likely to occur that did higher raters. Lower and higher raters agreed about the likelihood of consequence 7 occuring but lower raters were inclined to think it only slightly desirable while higher raters judged it moderately so.

With the three consequences judged overall as not likely to occur, lower raters were less confident that they would not occur and more convinced of their undesirability.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy desirable and those rating it undesirable.

GENERAL COMMENT

This policy met with disapproval. It was considered likely to damage teacher education programs by isolating theory and practice, and likely to damage the colleges by restricting them to undergraduate programs and according them lower status than the universities.

If all teacher preparation were in the hands of the colleges it was considered more likely than not that courses would have a more practical orientation. For some this would be a sufficient gain to offset the losses involved in implementing this policy. Others, however, were not even convinced that a more practical orientation was desirable.

TABLE A - 1.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.1 Colleges of Advanced Education and Teachers' Colleges shall provide programs of teacher preparation while Universities shall not train teachers but shall offer theoretical studies in Education.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.1	2.4
Heads of Teacher Education Programs	3.6	2.6
Lecturers in Teacher Education Programs	3.5	2.5
Teachers	2.8	3.9
Office Bearers in Local School Parents' Organizations	2.1	4.3
Student Teachers	2.8	3.8
Overall Means (unweighted)	3.0	3.2
Significance Tests:		
F ratio	17.8	9.1
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 76
by degree of consensus among groups = 68=
by degree of consensus within groups = 71

TABLE A - 1.1:1

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.1 Colleges of Advanced Education and Teachers' Colleges shall provide programs of teacher preparation while universities shall not train teachers but shall offer theoretical studies in Education.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		4.8	1.9	
Consequences				
Loss of freedom for teacher education institutions to determine the content and purpose of programs in Education.	Likelihood	3.1	3.6	3.3 **
	Desirability	*2.1*	*1.6*	*1.9* **
Less integration of theory and practice in Education.	Likelihood	3.8	4.4	4.1 **
	Desirability	*2.0*	*1.4*	*1.7* **
Difference in academic status between Universities and Colleges of Advanced Education (including Teachers Colleges).	Likelihood	4.1	4.6	4.4 **
	Desirability	*2.2*	*1.8*	*2.0* **
Restricted opportunities for growth in Colleges of Advanced Education and Teachers Colleges in offering postgraduate courses.	Likelihood	3.7	4.5	4.1 **
	Desirability	*2.1*	*1.7*	*2.0***
Less opportunity for student teachers to gain high academic qualifications.	Likelihood	3.4	4.0	3.7 **
	Desirability	*2.0*	*1.6*	*1.8* **
Reduction in the academic standard of entrants to teacher preparation programs.	Likelihood	3.0	3.4	3.2 *
	Desirability	*2.0*	*1.6*	*1.8*
Increased practical orientation of pre-service teacher education programs.	Likelihood	4.2	4.2	4.2
	Desirability	*4.5*	*3.8*	*4.1* **

** differences among means significant at .01 level
* differences among means significant at .05 level

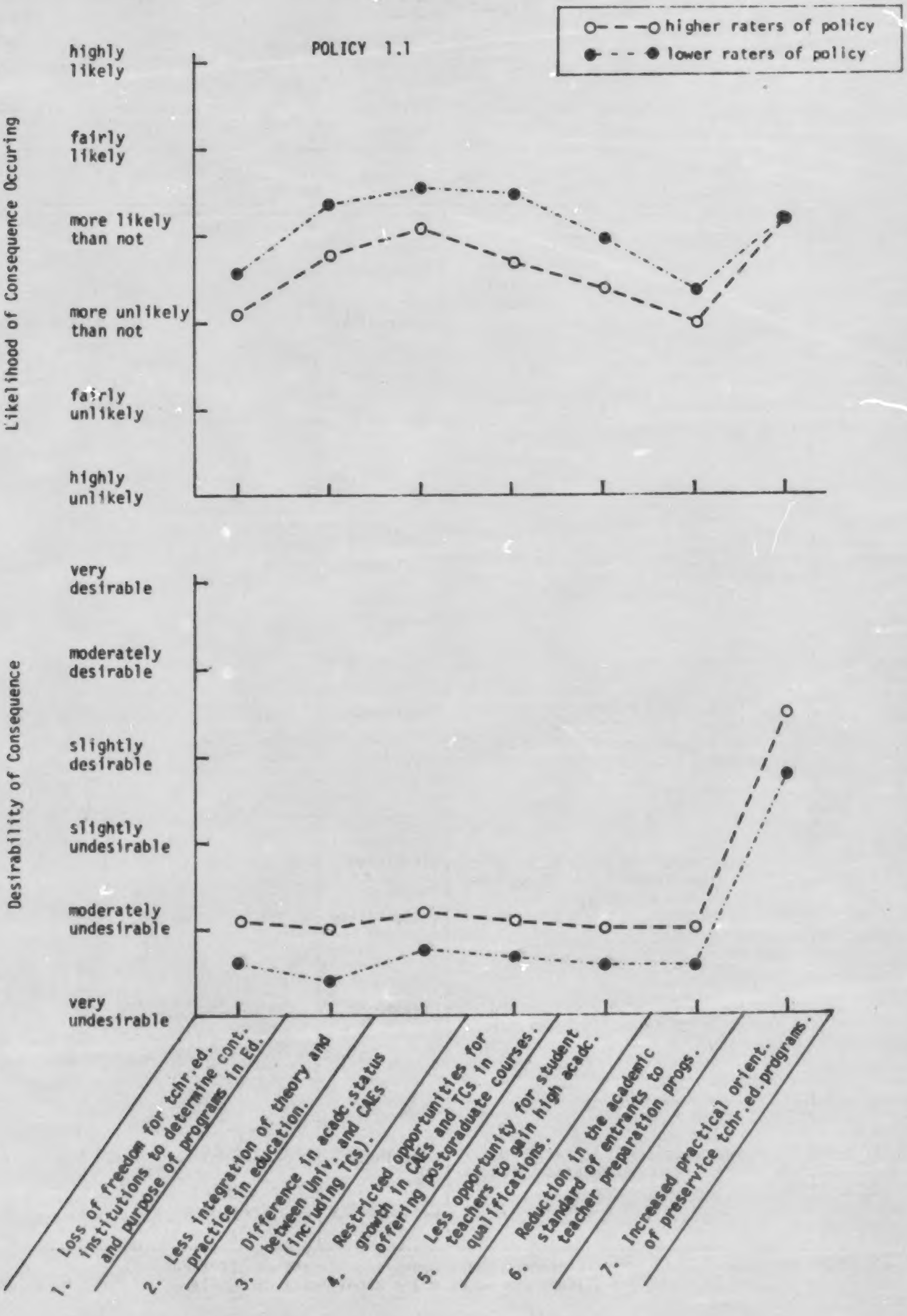

Fig. A - 1.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 1.2 All new teacher education programs shall be planned as part of multi-purpose tertiary institutions (i.e. institutions that provide courses in a variety of fields and professions).

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.6 (slightly to moderately desirable)

Group Differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with heads of programs and lecturers most confident of their knowledge of the policy area and parent representatives least.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(7) greater range and depth of resources available for use in teacher education programs:

Moderately desirable:

(1) loss of freedom for teacher education institutions to determine the content and purpose of programs in Education;

(2) less integration of theory and practice in Education;

(3) difference in academic status between Universities and Colleges of Advanced Education (including Teachers Colleges);

(5) less opportunity for student teachers to gain high academic qualifications;

Slightly undesirable:

(4) restricted opportunities for growth in Colleges of Advanced Education and Teachers Colleges in offering postgraduate courses;

(6) reduction in the academic standard of entrants to teacher preparation programs.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (99): policy rating ≥ 5 ('moderately' or 'very desirable')

lower raters (54): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

For the five desirable consequences, 1,2,3,5 and 7, higher raters of the policy were significantly more confident that all would occur and, for all but 3, judged them significantly more desirable than did lower raters of the policy.

Higher and lower raters did not differ in their ratings of consequence 6 but for consequence 4, the lower raters were significantly more convinced of its inevitability and significantly more sure of its undesirability.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately or very desirable and those rating it only slightly desirable or actually undesirable.

GENERAL COMMENT

This policy met with general approval. Although there was some fear of a separation for student teachers between this study of general subjects and their study of methods of teaching them and some fear of an increased loss of students from teacher education to other tertiary programs, the potential gains were considered to outweigh them. These gains were seen to be economic ones for the tertiary education system as a whole and educational ones for the student teachers for whom there would be a richer general studies program.

TABLE A - 1.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.2 All new teacher education programs shall be planned as part of multi-purpose tertiary institutions (i.e. institutions that provide courses in a variety of fields and professions).

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.1	4.4
Heads of Teacher Education Programs	4.3	4.3
Lecturers in Teacher Education Programs	3.7	4.6
Teachers	2.5	4.7
Office Bearers in Local School Parents' Organizations	2.0	4.8
Student Teachers	2.7	4.9
Overall Means (unweighted)	3.0	4.6
Significance Tests:		
F ratio	33.4	0.7
Probability	<.001	>.6

Rank of Policy:

by overall mean desirability = 52
by degree of consensus among groups = 12
by degree of consensus within groups = 52

TABLE A - 1.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.2 All new teacher education programs shall be planned as part of multi-purpose tertiary institutions (i.e. institutions that provide courses in a variety of fields and professions).

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.3	
Consequences				
More economic use of resources available for tertiary education.	Likelihood	4.8	3.8	4.4 **
	Desirability	5.5	5.0	5.3 **
Increased academic status of teacher education programs among other tert. programs of professional preparation.	Likelihood	4.7	3.8	4.3 **
	Desirability	5.4	5.1	5.2 *
Improved teaching in teacher education program of general studies subjects (e.g. mathematics, history).	Likelihood	4.5	3.8	4.2 **
	Desirability	5.5	5.2	5.3
Greater separation of general studies subjects from methods of teaching them.	Likelihood	4.1	4.5	4.3 *
	Desirability	3.2	2.5	2.8 *
Wider range of course options available in general studies part of teacher education program.	Likelihood	5.1	4.7	5.0 **
	Desirability	5.4	5.1	5.2 **
More students transferring from teacher education to other tertiary programs.	Likelihood	3.8	3.8	3.8
	Desirability	3.4	3.2	3.3
Greater range and depth of resources available for use in teacher education programs.	Likelihood	5.3	5.0	5.2 *
	Desirability	5.7	5.5	5.6 *

** differences among means significant at .01 level
* differences among means significant at .05 level

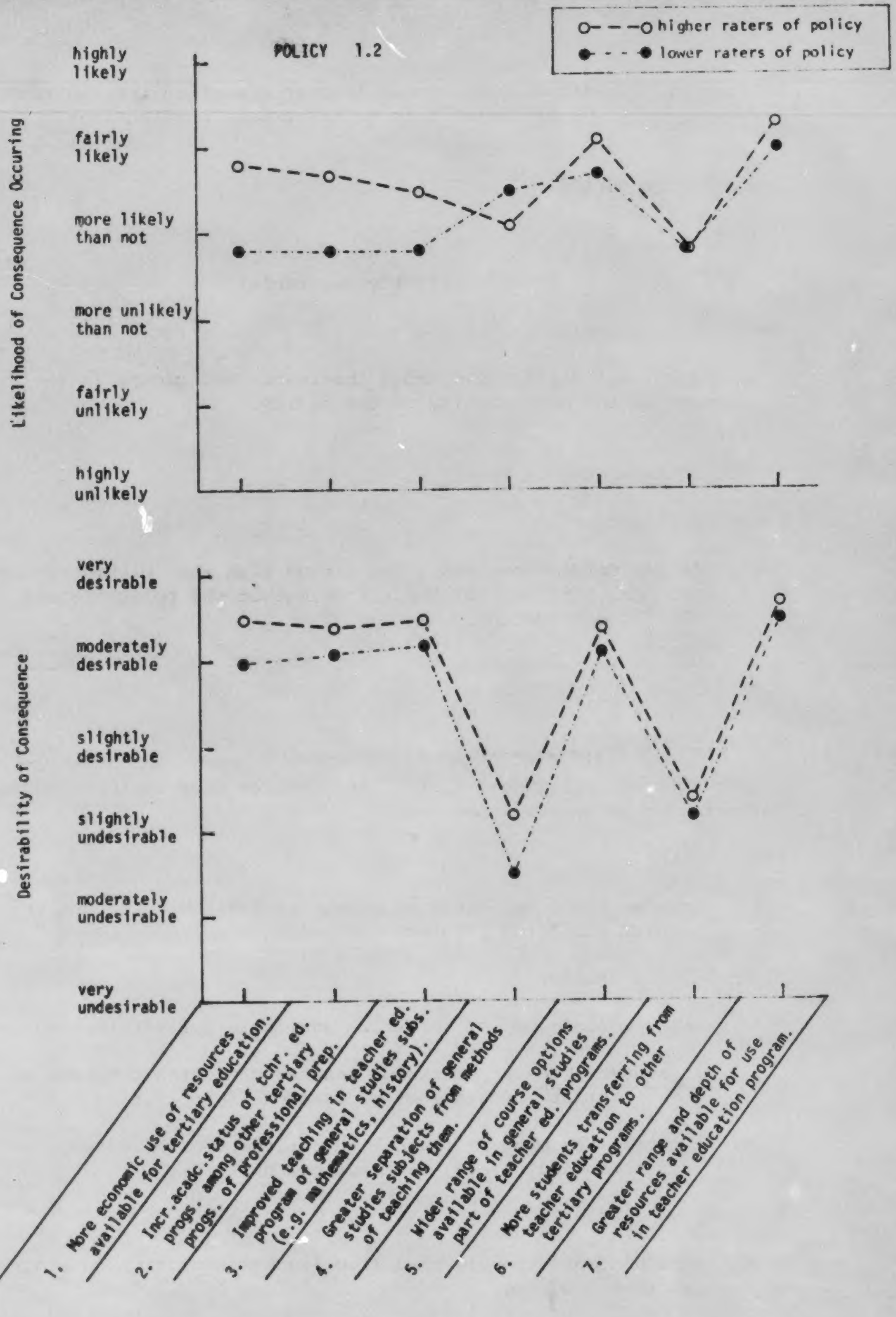

Fig. A - 1.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 1.3 All single-purpose teacher education institutions shall be broadened into multi-purpose institutions.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.2 (slightly desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of the policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with the 'providers' of programs more confident of their knowlege of the policy issues than the 'client' groups.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) greater range and depth of resources available for use in teacher education program;

Moderately desirable:

(2) more economic use of resources available for tertiary education;

(3) increased academic status of teacher education programs among other tertiary programs of professional preparation.

(5) improved teaching in teacher education programs of general studies subjects (e.g. mathematics, history).

Slightly undesirable:

(4) more students transferring from teacher education to other tertiary programs.

(6) greater separation of general studies subjects from methods of teaching them.

(7) difficulty for staff in single purpose teacher education institutions in providing a broad range of programs.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (66): policy rating ≥ 5 ('moderately' or 'very desirable')

lower raters (66): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more convinced of the likelihood of occurence of the four desirable consequences 1, 2, 3 and 5 and more certain about their desirability.

On the undesirable consequence 4, there was agreement between higher and lower raters about its likelihood of occurrence and its level of undesirability. With consequence 6, there was agreement about the likelihood of its occurrence but lower raters of the policy saw this consequence as more undesirable than did higher policy raters.

Differences in overall view of the policy were related, therefore, to differences in level of confidence that the beneficial consequences would occur and, to a lesser extent, differences in opinion about the extent of the benefit.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately or very desirable and those rating it only slightly desirable or actually undesirable.

GENERAL COMMENT

Support for this policy was not strong. Its implementation would be expected to produce some desirable economy and efficiency within the tertiary education sector, improved teaching of general studies to student teachers and a general improvement in the academic status of teacher education. There was some concern that it would also lead to more students transferring out of teacher education and, for those who did remain, to some separation of general and professional studies. For staff in existing single-purpose institutions, there was concern that they would have difficulty in contributing to a broad range of courses rather than just to teacher education.

TABLE A - 1.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.3 All single-purpose teacher education institutions shall be broadened into multi-purpose institutions.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.4	3.9
Heads of Teacher Education Programs	4.1	4.3
Lecturers in Teacher Education Programs	3.6	4.3
Teachers	2.7	4.1
Office Bearers in Local School Parents' Organizations	2.0	4.1
Student Teachers	2.8	4.5
Overall Means (unweighted)	3.1	4.2
Significance Tests:		
F ratio	32.0	.5
Probability	<.001	>.7

Rank of Policy:

by overall mean desirability = 65=
by degree of consensus among groups = 7
by degree of consensus within groups = 57

TABLE A - 1.3:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.3 All single-purpose teacher education institutions shall be broadened into multi-purpose institutions.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	3.3	
Consequences				
Greater range and depth of resources available for use in teacher education program.	Likelihood	5.3	4.8	5.0 **
	Desirability	5.8	5.5	5.7 *
More economic use of resources available for tertiary education.	Likelihood	5.2	4.3	4.7 **
	Desirability	5.7	5.1	5.4 **
Increased academic status of teacher education programs among other tertiary programs of professional preparation.	Likelihood	4.8	4.2	4.5 **
	Desirability	5.5	5.1	5.3 *
More students transferring from teacher education to other tertiary programs.	Likelihood	4.0	4.0	4.0
	Desirability	3.4	3.1	3.3
Improved teaching in teacher education programs of general studies subjects (e.g. mathematics, history).	Likelihood	4.7	4.0	4.4 **
	Desirability	5.6	5.2	5.4 **
Greater separation of general studies subjects from methods of teaching them.	Likelihood	4.3	4.3	4.3
	Desirability	3.3	2.5	2.9 **
Difficulty for staff in single purpose teacher education institutions in providing a broad range of programs.	Likelihood	3.9	4.1	4.0
	Desirability	2.7	2.4	2.6

** differences among means significant at .01 level
* differences among means significant at .05 level

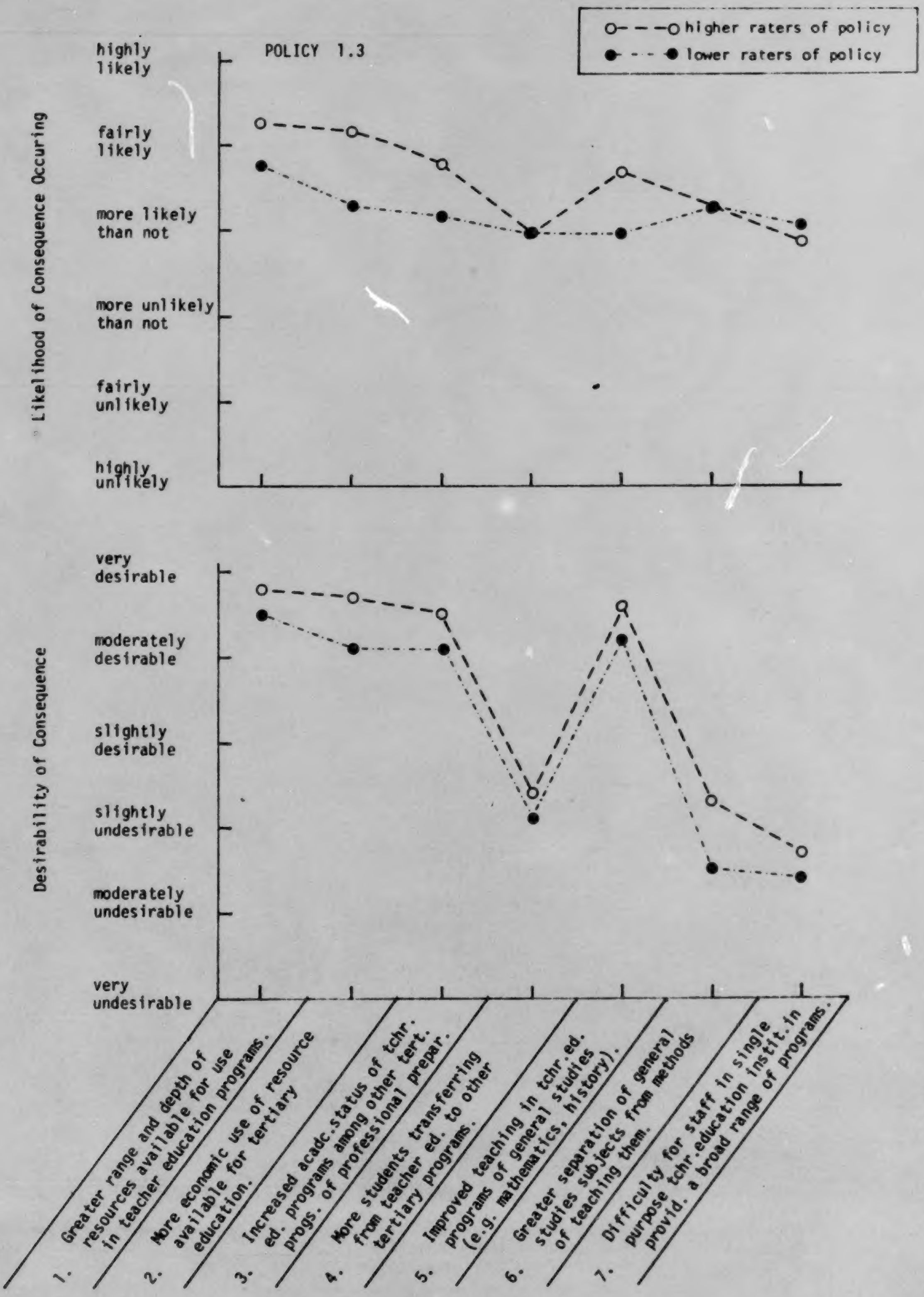

Fig. A - 1.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 1.4 Where a single-purpose teacher education institution adjoins a University it shall be incorporated into the University.

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.9 (slightly desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with 'providers' of programs more confident of their knowledge of the policy issues than the 'client' groups.

JUDGMENT OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) greater range and depth of resources available for use in teacher education programs;

Moderately desirable:

(1) improved teaching in teacher education programs of general studies subjects (e.g. mathematics, history);

(5) more economic use of resources available for tertiary education;

(6) increased academic status of teacher education programs among other tertiary programs of professional preparation;

Slightly undesirable:

(2) greater separation of general studies subjects from methods of teaching them;

(3) difficulty in incorporating staff teaching general studies subjects in teacher education institutions;

(7) more students transferring from teacher education to other tertiary programs.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (61): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (82): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Among the four desirable consequences 1, 4, 5 and 6 higher raters of the policy were significantly more convinced than lower raters of the likelihood of 1, 5 and 6 occurring and of their desirability.

Among the three undesirable outcomes higher and lower raters of the policy differed significantly only in lower raters being more convinced of the likelihood of consequence 3 occurring and more certain of the undesirability of consequence 2 than higher raters.

Differences among respondents in their judgments of the desirability of the policies were based primarily on differences in assessment of the desirable outcomes. Those most favourably disposed to the policy were more convinced about the economic gains for tertiary sector, the status gains for teacher education and the educational gains in general studies for student teachers, in terms of both the likelihood of them occurring and their desirability.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately or very desirable and those rating it slightly desirable or in any respect undesirable.

GENERAL COMMENT

There was some support for this policy. Its implementation would be expected to produce some desirable economy and efficiency within the tertiary education sector, improved teaching of general studies to student teachers and a general improvement in the academic status of teacher education. There was some concern that it would lead to more students transferring out of teacher education and, for those who did remain, to some separation of general and professional studies. There was also concern about the difficulties which would be encountered on amalgamation in incorporating into the university, staff from the teachers college who taught general studies subjects.

TABLE A - 1.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.4 Where a single-purpose teacher education institution adjoins a University it shall be incorporated into the University.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.3	3.4
Heads of Teacher Education Programs	3.9	3.4
Lecturers in Teacher Education Programs	3.5	3.7
Teachers	2.5	3.9
Office Bearers in Local School Parents' Organizations	2.0	4.3
Student Teachers	2.9	4.4
Overall Means (unweighted)	3.0	3.9
Significance Tests:		
F ratio	19.9	2.1
Probability	<.001	>.06

Rank of Policy:

by overall mean desirability = 72
by degree of consensus among groups = 43
by degree of consensus within groups = 59

TABLE A - 1.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.4 Where a single-purpose teacher education institution adjoins a University it shall be incorporated into the University.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.2	3.0	
Consequences Improved teaching in teacher education programs of general studies subjects (e.g. mathematics, history).	Likelihood	4.5	3.9	4.2 **
	Desirability	5.5	5.3	5.4 *
Greater separation of general studies subjects from methods of teaching them.	Likelihood	4.2	4.5	4.4
	Desirability	3.3	2.7	3.0 *
Difficulty in incorporating staff teaching general studies subjects in teacher education institutions.	Likelihood	4.0	4.3	4.1 *
	Desirability	2.6	2.5	2.6
Greater range and depth of resources available for use in teacher education programs.	Likelihood	5.2	5.1	5.2
	Desirability	5.7	5.6	5.7
More economic use of resources available for tertiary education.	Likelihood	5.0	4.5	4.8 **
	Desirability	5.6	5.1	5.4 **
Increased academic status of teacher education programs among other tertiary programs of professional preparation.	Likelihood	5.0	4.4	4.7 **
	Desirability	5.5	5.2	5.3 *
More students transferring from teacher education to other tertiary programs.	Likelihood	4.0	4.0	4.0
	Desirability	3.3	3.3	3.3

** differences among means significant at .01 level
* differences among means significant at .05 level

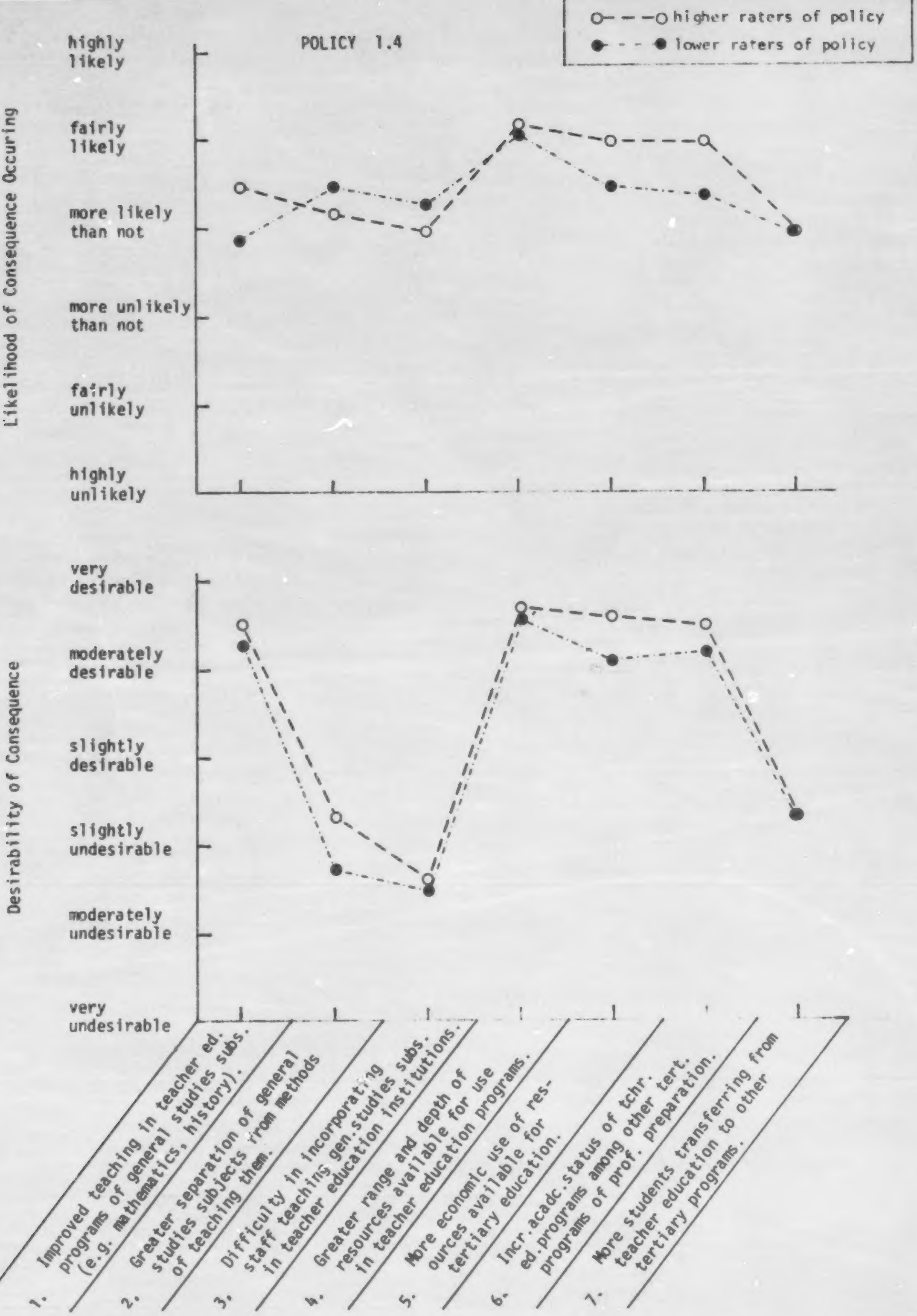

Fig. A 1.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 1.5 Religious organizations that presently train teachers for their schools shall be encouraged to send their student teachers to non-sectarian teacher education institutions which could then provide courses in the teaching of religion.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.2 (slightly desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and heads of programs most confident and parent representatives and student teachers least confident of their knowledge of the policy area.

JUDGMENT OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) broader teacher education for those presently trained by religious organizations;

Slightly desirable:

(3) fewer non-government, teacher education institutions;

(7) minimum standards of teacher preparation met by all;

Slightly undesirable:

(4) increased demand on teacher education institutions;

Moderately undesirable:

(5) superficial teaching of religion in non-sectarian institutions;

(6) under-emphasis on teaching religion for those desiring it.

Respondent thought it unlikely that religious schools would be dissatisfied with the qualifications of teachers (2) if the policy were implemented.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (80): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (70): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between lower and higher raters

Higher raters of the policy were more convinced than lower raters that consequences 1 and 7 would occur and more convinced of their desirability. They were less convinced that 2, 5 and 6 would occur though both groups agreed in their judgments of the desirability of these consequences. Further, although higher and lower raters agreed in their assessments of the likelihood of 3 and 4 occurring higher raters tended to see these consequences as slightly desirable while lower raters saw them as undesirable.

Those more favourably disposed to the policy were more convinced of the likelihood and the value of a broader and better education for teachers presently trained by religious organizations. They were less inclined to expect any reduction in the quality of preparation for teaching religion though they declared that any reduction would be undesirable. A reduction in the number of institutions they saw as likely and desirable.

Group Differences

There were significant differences among the original respondent groups' judgments of the consequences. The differences occurred in their judgments of the likelihood of consequences 2 and 3 occurring. Heads of teacher education institutions were more inclined than the others to expect dissatisfaction from religious schools if all teachers were to be trained in secular institutions. Senior administrators and heads of institutions were more convinced that there would be a reduction in the number of non-government teacher education institutions.

GENERAL COMMENT

This policy met with mild approval. The gains expected from it would be improved teacher education for those presently trained in religious institutions. There was a belief that government teacher education programs would prepare teachers of religions with no cause for dissatisfaction to religious schools.

TABLE A - 1.5:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.5 Religious organizations that presently train teachers for their schools shall be encouraged to send their student teachers to non-sectarian teacher education institutions which could then provide courses in the teaching of religion.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.4	3.7
Heads of Teacher Education Programs	3.3	3.9
Lecturers in Teacher Education Programs	2.9	4.4
Teachers	2.9	4.7
Office Bearers in Local School Parents' Organizations	2.2	4.2
Student Teachers	2.6	4.1
Overall Means (unweighted)	2.9	4.2
Significance Tests:		
F ratio	4.2	1.1
Probability	<.002	>.3

Rank of Policy:

by overall mean desirability = 67
by degree of consensus among groups = 23
by degree of consensus within groups = 75

TABLE A - 1.5:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.5 Religious organizations that presently train teachers for their schools shall be encouraged to send their student teachers to non-sectarian teacher education institutions which could then provide courses in the teaching of religion.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.0	
Consequences				
Broader teacher education for those presently trained by religious organizations.	Likelihood	5.3	4.5	4.9 **
	Desirability	*5.6*	*4.9*	*5.2* **
Religious schools dissatisfied with qualifications of teachers.	Likelihood	3.3	3.7	3.5 *
	Desirability	*2.2*	*2.4*	*2.3*
Fewer non-government, teacher education institutions.	Likelihood	4.4	4.5	4.5
	Desirability	*4.0*	*3.4*	*3.6* **
Increased demand on teacher education institutions.	Likelihood	4.8	4.9	4.8
	Desirability	*3.8*	*3.1*	*3.4* **
Superficial teaching of religion in non-sectarian institutions.	Likelihood	3.8	4.4	4.1 **
	Desirability	*2.4*	*2.3*	*2.4*
Under-emphasis on teaching religion for those desiring it.	Likelihood	4.0	4.5	4.2 *
	Desirability	*2.7*	*2.4*	*2.5*
Minimum standards of teacher preparation met by all.	Likelihood	4.9	4.2	4.5 **
	Desirability	*4.9*	*4.2*	*4.5* *

** differences among means significant at .01 level
* differences among means significant at .05 level

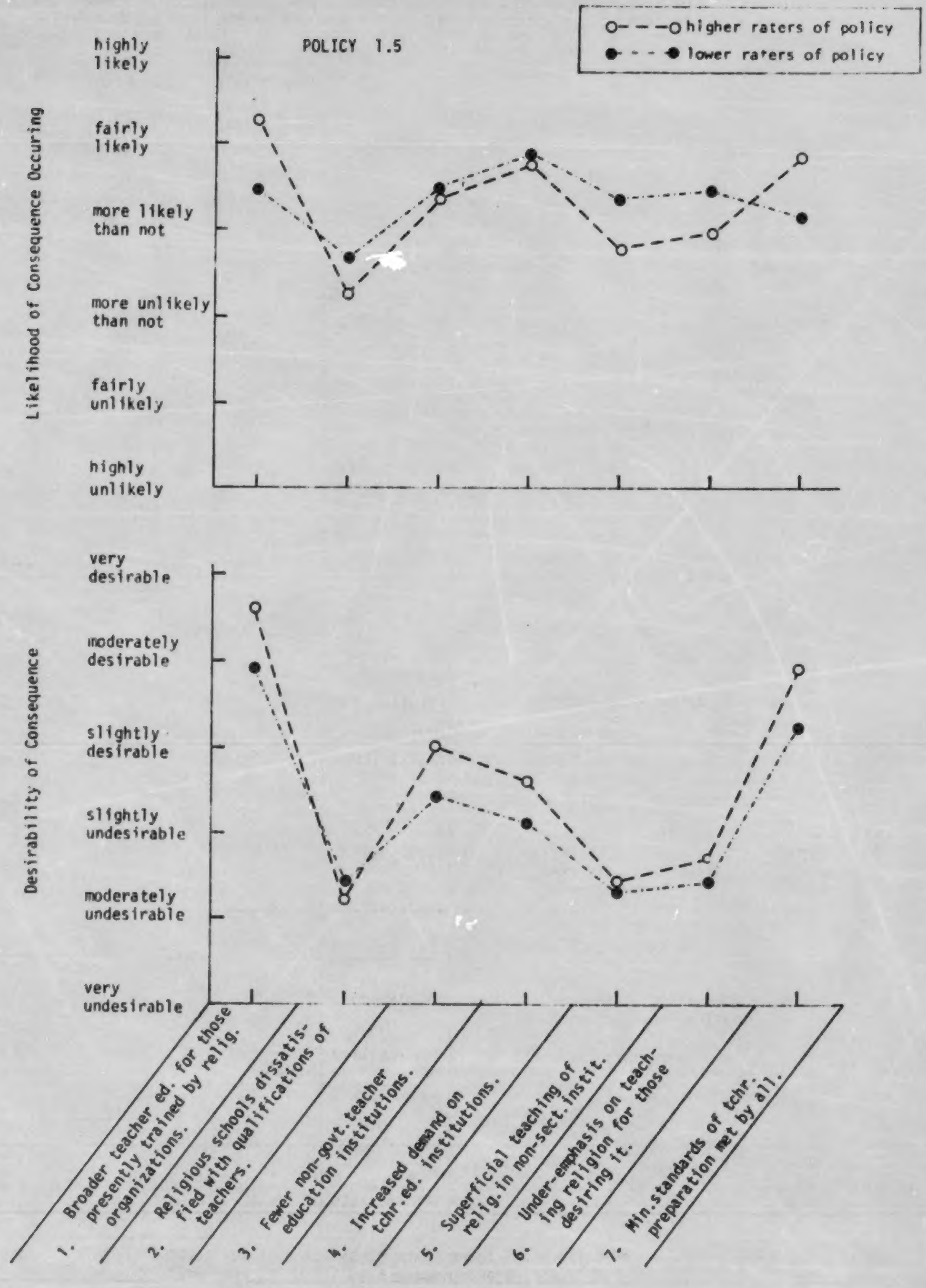

Fig. A - 1.5 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 1.5:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 1.5 Religious organizations that presently train teachers for their schools shall be encouraged to send their student teachers to non-sectarian teacher education institutions which could then provide courses in the teaching of religion.

		Admin- istra- tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.7	3.9	4.4	4.7	4.2	4.1	
Consequences								
Broader teacher education for those presently trained by religious organizations.	Likelihood	4.7	5.4	5.0	4.6	4.5	5.0	
	Desirability	5.5	5.4	5.3	5.0	5.0	5.2	
Religious schools dissatisfied with qualifications of teachers.	Likelihood	3.6	4.3	3.0	3.3	3.5	3.2	*
	Desirability	2.4	2.3	2.2	2.4	2.2	2.4	
Fewer non-government, teacher education institutions.	Likelihood	5.1	5.2	4.3	4.2	3.9	4.2	*
	Desirability	4.0	3.9	3.4	3.4	3.6	3.7	
Increased demand on teacher education institutions.	Likelihood	4.7	5.3	4.7	5.0	4.9	4.5	
	Desirability	3.4	3.9	3.4	3.3	2.8	3.3	
Superficial teaching of religion in non-sectarian institutions.	Likelihood	4.1	4.2	3.6	4.5	4.1	4.1	
	Desirability	2.1	2.0	2.1	2.4	2.8	2.7	
Under-emphasis on teaching religion for those requiring it.	Likelihood	4.7	4.4	3.9	4.2	4.1	4.0	
	Desirability	2.1	3.0	2.3	2.6	2.5	2.8	
Minimum standards of teacher preparation met by all.	Likelihood	5.1	4.7	4.3	4.8	4.1	4.1	
	Desirability	4.7	4.8	4.6	4.3	4.8	3.8	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 1.6 A Department of Special Education shall be established in at least one tertiary institution in each State.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.6 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the 'provider' groups most confident of their knowledge of the policy area and parent representatives least confident.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(3) more teachers trained in special education;

(4) higher standard programs for preparation of special education teachers;

(7) faster development of new knowledge and techniques in special education;

Moderately desirable:

(6) more economic use of resources available for special education;

Slightly desirable:

(5) entry to programs for the preparation of special education teachers restricted to experienced teachers;

Slightly undesirable:

(1) development of special education personnel less concerned with classroom practice.

The closure of some existing special education programs to achieve this specialization was considered undesirable but probably not likely to occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (122): policy rating = 6 ('very desirable')
lower raters (42): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Most respondents rated this policy highly. Those who used the top category 'very desirable' differed from the others in seeing consequences 3 and 4 as even more likely to occur and even more desirable. They were also marginally more convinced about the likelihood of consequence 6 and the desirability of consequence 7.

Those most favourably disposed to the policy were,therefore, more certain of it producing more and better special teachers and of generally using available resources for special education more economically.

Group Differences:

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy met with strong approval. Its implementation would be expected to improve the quality and quantity of special education teachers, to lead to more rapid development of new special education strategies and, overall, to more economic use of resources. The specialization of institutions implicit in the policy was expected to make it more likely that only experienced teachers would have access to special education programs but that was seen to be slightly desirable, anyway. There was a minor concern that there may be some likelihood of institutions developing this specialization becoming less concerned with classroom practice.

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.6 A Department of Special Education shall be established in at least one tertiary institution in each State.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.2	5.6
Heads of Teacher Education Programs	3.4	5.6
Lecturers in Teacher Education Programs	3.2	5.7
Teachers	2.5	5.7
Office Bearers in Local School Parents' Organizations	1.9	5.6
Student Teachers	2.4	5.7
Overall Means (unweighted)	2.77	5.65
Significance Tests:		
F ratio	15.4	.1
Probability	<.001	>.9

Rank of Policy:

by overall mean desirability = 15
by degree of consensus among groups = 1
by degree of consensus within groups = 16

TABLE A - 1.6.2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.6 A Department of Special Education shall be established in at least one tertiary institution in each State.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Development of special education personnel less concerned with classroom practice.	Likelihood	3.6	3.8	3.7
	Desirability	2.9	2.7	2.8
Some existing special education programs close down.	Likelihood	3.3	3.6	3.4
	Desirability	2.6	2.8	2.7
More teachers trained in special education.	Likelihood	5.3	4.8	5.1 **
	Desirability	5.8	5.2	5.5 **
Higher standard programs for preparation of special education teachers.	Likelihood	5.3	4.9	5.1 **
	Desirability	5.8	5.2	5.5 **
Entry to programs for the preparation of special education teachers restricted to experienced teachers.	Likelihood	3.8	4.1	4.0
	Desirability	3.8	3.9	3.9
More economic use of resources available for special education.	Likelihood	4.6	4.3	4.5 *
	Desirability	5.5	5.3	5.4
Faster development of new knowledge and techniques in special education.	Likelihood	5.1	5.0	5.0
	Desirability	5.8	5.5	5.7 *

** differences among means significant at .01 level
* differences among means significant at .05 level

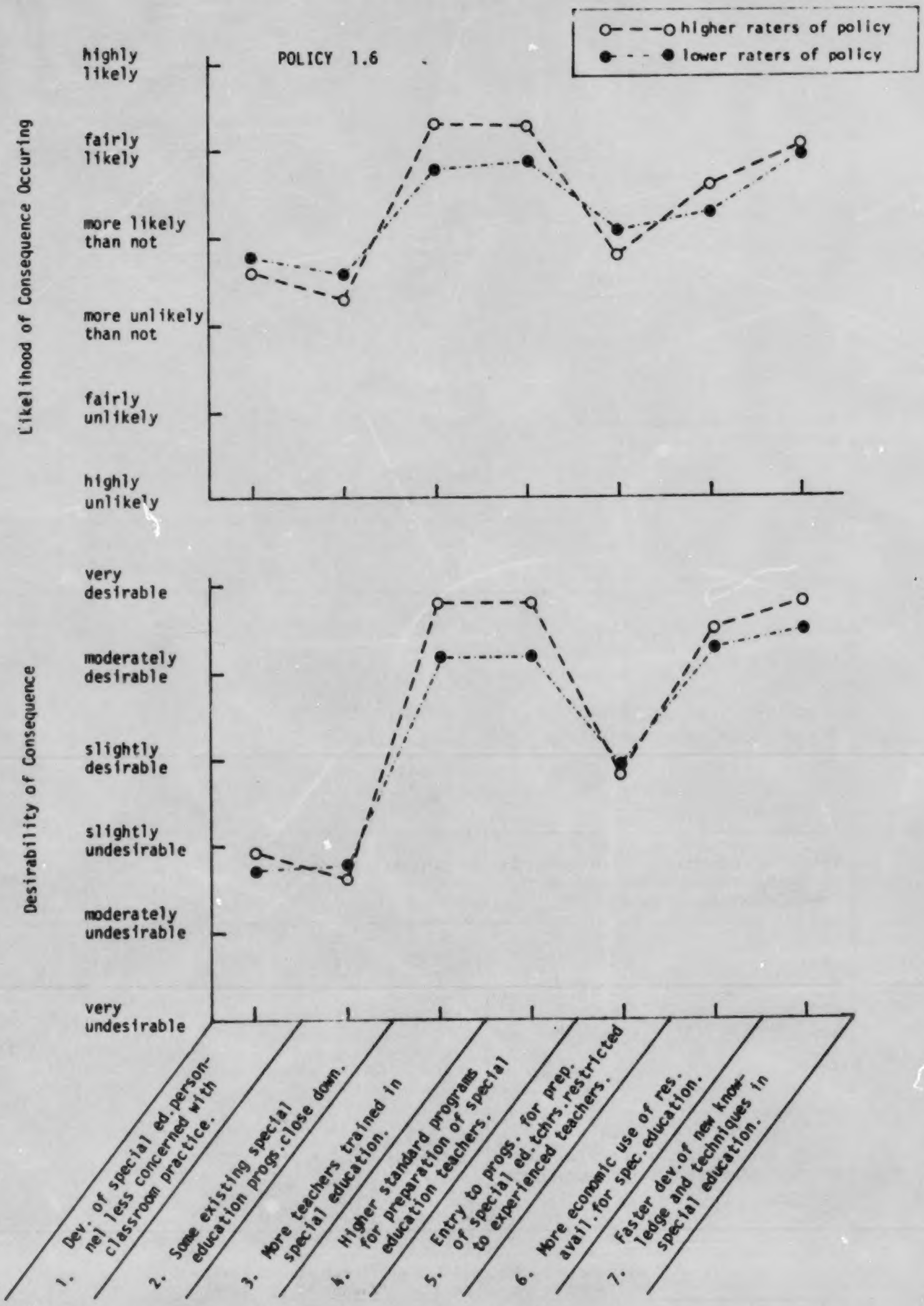

Fig. A - 1.6 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 1.7 Some teacher education programs in each State shall include the preparation of teachers to conduct classes for Aboriginal and migrant groups.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.9 (very desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators most confident of their knowledge of the policy area and parent representatives and teachers least confident. Student teachers were as confident as heads of teacher education institutions and lecturers.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) upgraded standard of education for migrant and Aboriginal children;

(3) increased involvement of migrant and Aboriginal adults in school parents organizations;

(4) increased confidence of Aboriginal and migrant parents in the education system;

(6) less isolation of Aboriginal and migrant children from the mainstream of Australian society;

(7) more educational resources directed towards helping disadvantaged school children in general;

Moderately desirable:

(5) Aboriginal and migrant children staying at school longer;

Slightly undesirable:

(1) Aboriginal and migrant children seen as 'different' from other school children.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (155): policy rating = 6 ('very desirable')
lower raters (22): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Most respondents rated this policy highly. Those who used the top category 'very desirable' differed from the others in seeing consequences 5 and 6 as both more likely to occur and more desirable. They were also significantly more convinced of the likelihood of consequence 2 occurring and of the desirability of consequence 3.

Those most favourably disposed towards this policy were more convinced of its educational benefits for Aboriginal and migrant children.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy met with strong support. It was seen as likely to have one undesirable consequence, the creation of differences between Aboriginal and migrant children and others, but respondents were clearly willing to tolerate this in order to gain the significant advantages they expected for Aboriginal and migrant children and their families. They were expected to be more confident in dealing with schools and to achieve more thorough schooling. As a side-benefit, respondents anticipated a greater research efforted directed towards the educational needs of these groups.

TABLE A - 1.7:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.7 Some teacher education institutions in each State shall include the preparation of teachers to conduct classes for Aboriginal and migrant groups.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	6.0
Heads of Teacher Education Programs	3.4	5.8
Lecturers in Teacher Education Programs	3.2	5.9
Teachers	2.8	5.8
Office Bearers in Local School Parents' Organizations	2.4	5.7
Student Teachers	3.3	5.9
Overall Means (unweighted)	3.18	5.85
Significance Tests:		
F ratio	7.6	1.0
Probability	<.001	>.4

Rank of Policy:

by overall mean desirability = 4
by degree of consensus among groups = 21
by degree of consensus within groups = 6

TABLE A - 1.7:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.7 Some teacher education programs in each State shall include the preparation of teachers to conduct classes for Aboriginal and migrant groups.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences Aboriginal and migrant children seen as 'different' from other school children.	Likelihood	4.1	4.0	4.0
	Desirability	2.7	2.6	2.7
Upgraded standard of education for migrant and Aboriginal children.	Likelihood	5.2	4.6	4.9 **
	Desirability	5.8	5.6	5.7
Increased involvement of migrant and Aboriginal adults in school parents organizations.	Likelihood	4.4	4.1	4.2
	Desirability	5.7	5.4	5.5 *
Increased confidence of Aboriginal and migrant parents in the education system.	Likelihood	4.7	4.3	4.5
	Desirability	5.7	5.4	5.5
Aboriginal and migrant children staying at school longer.	Likelihood	4.8	4.4	4.6 *
	Desirability	5.7	5.2	5.4 **
Less isolation of Aboriginal and migrant children from the mainstream of Australian society.	Likelihood	4.6	4.0	4.3 **
	Desirability	5.8	5.4	5.6 **
More educational resources directed towards helping disadvantaged school children in general.	Likelihood	4.8	4.6	4.7
	Desirability	5.7	5.5	5.6

** differences among means significant at .01 level
* differences among means significant at .05 level

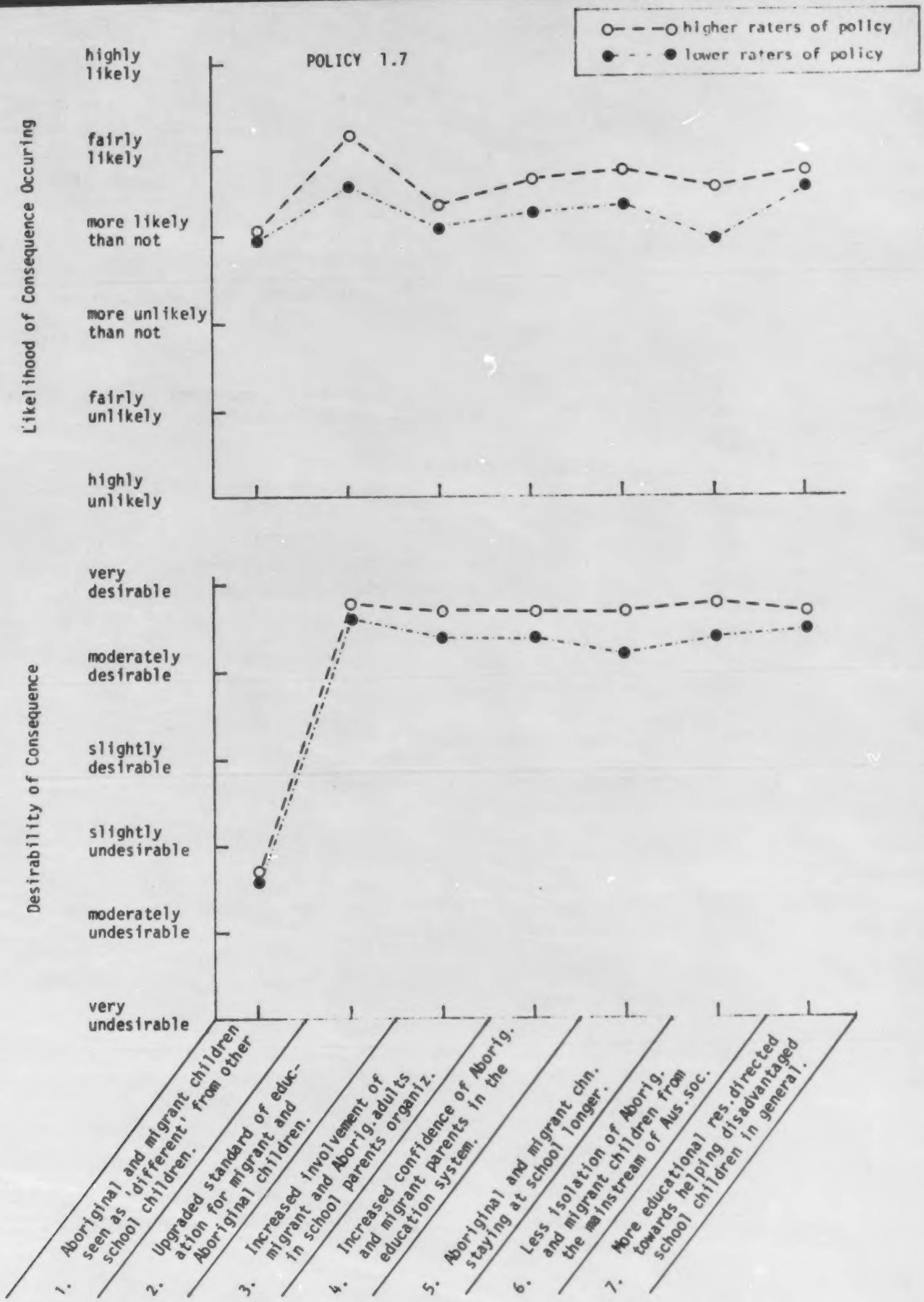

Fig. A - 1.7 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 1.8 At least one teacher education institution in each State shall provide an optional course in the teaching of religion.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.4 (slightly to moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators most confident of their knowledge of the policy area, heads of institutions next and the remaining groups believing their knowledge to be limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) courses in teaching religion linked less closely to particular religious doctrines;

(2) faster development of new knowledge and techniques in teaching religion;

(3) more religious groups sending student teachers to non-sectarian teacher education institutions;

(7) upgraded standards of teaching religion in schools;

Slightly undesirable:

(6) religious bodies highly influential in determining content of courses.

Respondents were equivocal about the likelihood of consequence 4 occurring but fairly confident that consequence 5 would not occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (92): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (74): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more concerned than lower raters of the likelihood of occurrence of the desirable consequences 1, 2, 3 and 7 and, in the case of 2, 3 and 7, more convinced of their desirability. The higher raters were also not as convinced as lower raters of the undesirability of consequence 6.

In the case of 4 and 5, the two consequences not expected overall to occur, there was agreement between higher and lower raters about 5. In the case of 4, however, while they agreed that it was slightly desirable, the lower raters were more certain that it would not occur.

Higher raters of this policy were more certain that it would lead to greater participation of religious teachers in general teacher education programs and that this would improve the teaching of religion. They thought it more likely that religious teacher education institutions might close and, though they conceded that religious bodies might become influential in shaping general teacher education programs, were not so convinced that would be a bad thing. They did think it more likely than lower raters to result in religious teaching less closely linked to particular doctrinal positions.

Group Differences

There were no significant differences among the original respondent groups in their judgments of the likelihood of the consequences occurring. There were, however, significant differences in their judgments of the desirability of some of the consequences.

Heads of institutions thought it more desirable that general courses in the teaching of religion less closely linked to particular doctrinal positions (1) be developed. Parent representatives thought it only slightly desirable that new techniques for the teaching of religion be developed where others thought this more desirable.

The remaining disagreements were about the desirability of consequences 4 and 5, ones not generally thought likely to occur.

GENERAL COMMENT

This policy gained reasonable support. It was thought likely to encourage more religious groups to commit their teachers to general programs of teacher preparation, to upgrade the teaching of religion and to free it from a close linkage to particular doctrinal positions. The possibility of religious bodies becoming undesirably influential in shaping courses of teacher education was not sufficient to erode the general support for the policy.

TABLE A - 1.8:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 1.8 At least one teacher education institution in each State shall provide an optional course in the teaching of religion.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	4.7
Heads of Teacher Education Programs	3.4	4.5
Lecturers in Teacher Education Programs	2.6	4.3
Teachers	2.7	4.4
Office Bearers in Local School Parents' Organizations	2.5	4.7
Student Teachers	2.5	4.0
Overall Means (unweighted)	2.97	4.43
Significance Tests:		
F ratio	5.8	1.1
Probability	<.001	>.3

Rank of Policy:

by overall mean desirability = 58
by degree of consensus among groups = 24
by degree of consensus within groups = 65=

TABLE A - 1.8:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 1.8 At least one teacher education institution in each State shall provide an optional course in the teaching of religion.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.1	
Consequences				
Courses in teaching religion linked less closely to particular religious doctrines.	Likelihood	4.6	4.2	4.4 *
	Desirability	*4.6*	*4.5*	*4.6*
Faster development of new knowledge and techniques in teaching religion.	Likelihood	4.8	4.2	4.5 **
	Desirability	*5.5*	*4.6*	*5.0 ** *
More religious groups sending student teachers to non-sectarian teacher education institutions.	Likelihood	4.2	3.4	3.8 **
	Desirability	*4.9*	*4.4*	*4.7 ** *
Few sectarian teacher education institutions.	Likelihood	3.6	3.2	3.4 *
	Desirability	*4.1*	*4.1*	*4.1*
Loss of autonomy for some teacher education institutions.	Likelihood	2.6	2.9	2.7
	Desirability	*2.2*	*2.2*	*2.2*
Religious bodies highly influential in determining content of courses.	Likelihood	3.6	3.8	3.7
	Desirability	*3.0*	*2.3*	*2.6 ** *
Upgraded standard of teaching religion in schools.	Likelihood	5.0	4.3	4.6 **
	Desirability	*5.7*	*4.6*	*5.2 ** *

** differences among means significant at .01 level
* differences among means significant at .05 level

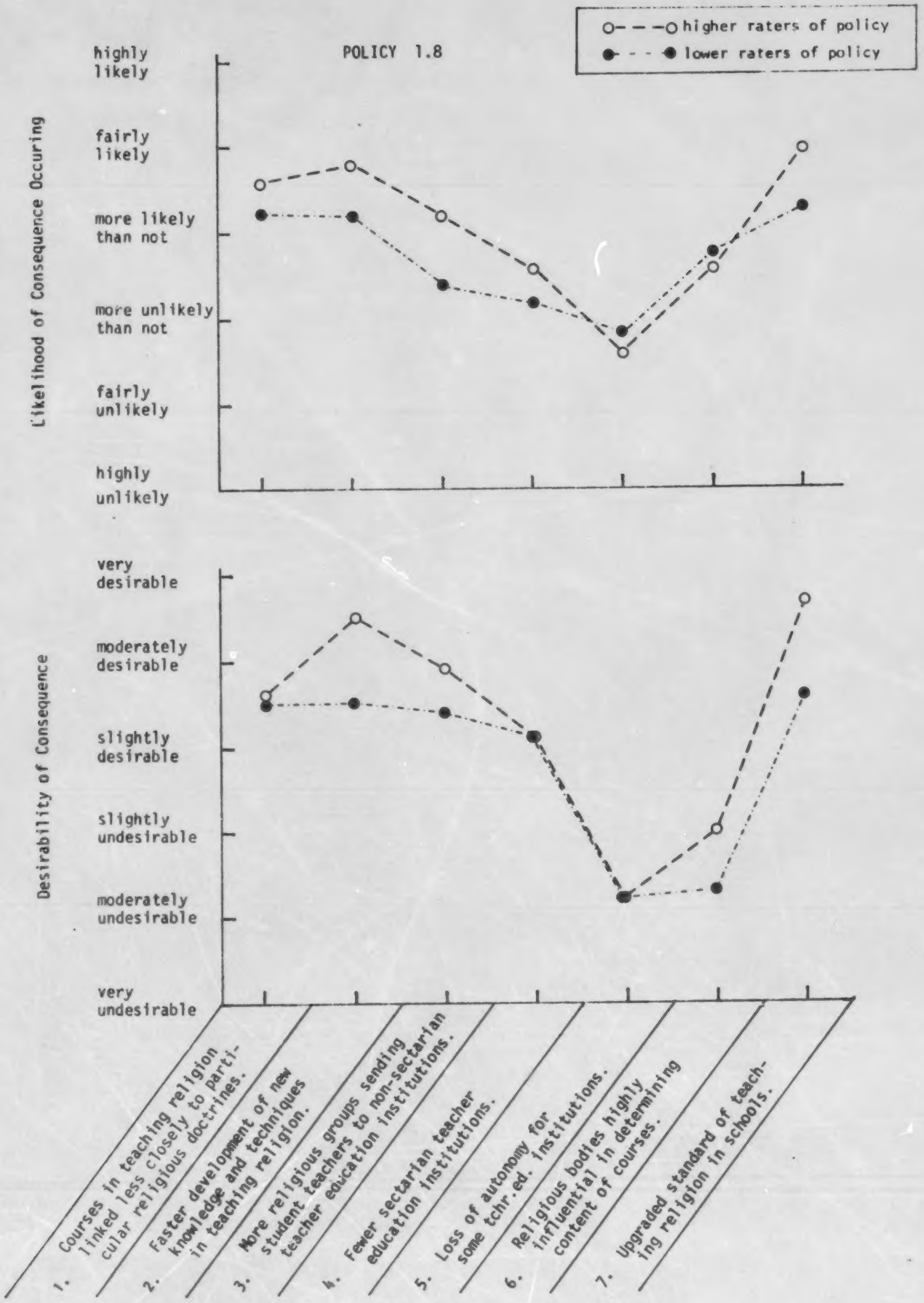

Fig. A - 1.8 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 1.8:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 1.8 At least one teacher education institution in each State shall provide an optional course in the teaching of religion.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.7	4.5	4.3	4.4	4.7	4.0	
Consequences								
Courses in teaching religion linked less closely to particular religious doctrines.	Likelihood	4.8	4.4	4.2	4.1	4.4	4.2	
	Desirability	4.3	5.5	4.3	4.6	4.7	4.1	*
Faster development of new knowledge and techniques in teaching religion.	Likelihood	4.8	4.4	4.5	4.5	4.1	4.6	
	Desirability	5.5	5.4	4.9	5.0	4.2	5.0	**
More religious groups sending student teachers to non-sectarian teacher education institutions.	Likelihood	3.5	3.9	3.6	3.9	3.7	4.2	
	Desirability	4.3	5.2	4.8	4.6	4.3	4.6	
Few sectarian teacher education institutions.	Likelihood	3.0	4.0	3.2	3.4	3.4	3.7	
	Desirability	3.5	5.2	4.1	4.0	4.2	3.5	**
Loss of autonomy for some teacher education institutions.	Likelihood	2.0	2.6	2.7	2.9	3.3	2.9	
	Desirability	1.7	1.7	1.8	2.5	2.9	2.5	**
Religious bodies highly influential in determining content of courses.	Likelihood	3.7	3.3	3.6	3.7	4.2	3.7	
	Desirability	2.7	2.5	2.4	3.0	2.6	2.6	
Upgraded standard of teaching religion in schools.	Likelihood	4.7	4.6	4.5	4.9	4.5	4.6	
	Desirability	5.5	5.5	5.1	5.2	4.7	5.0	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 2.1 **The financing of all teacher education programs, both pre-service and in-service shall be the responsibility of the Australian government.**

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.2 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of this Policy

Group differences:

significant differences among the groups with senior administrators most confident of their knowledge of the policy area, heads of programs next and the remaining groups rating their knowledge as limited to moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) more efficient use of resources through national co-ordination;

(2) increased funds for teacher education programs;

(5) upgraded standard of teacher education programs;

Moderately desirable:

(6) development of national basic standards for teacher education programs;

Slightly undesirable:

(4) increased uniformity among teacher education programs throughout Australia;

(7) control by Australian Government of the number of students in each type of teacher education program.

Loss of autonomy for teacher education institutions (3) was seen as an undesirable consequence but as one not likely to flow from implementation of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (88) : policy rating = 6 ('very desirable')
lower raters (69) : polciy rating < 6 (any response other than 'very desirable')

Differences between higher and lower raters of policy:

Higher raters of the policy were more convinced than lower raters of the likelihood of occurrence and of the desirability of the desirable consequences 1, 2 and 5. The two sets of raters were agreed about the likelihood of consequence 6 occurring but the higher raters thought it more desirable than did the lower raters.

With consequence 4, thought by all to be more likely than not to occur, the higher raters of the policy were neutral towards it while the lower raters saw it as slightly undesirable.

Those rating this policy most highly were more convinced that it would upgrade teacher education programs, in part through increased funding, and that it would lead to a more efficient use of resources. They were also less inclined to worry about an increase in uniformity in teacher education programs even though they expected it to occur.

Group Differences

There were significant differences among the original respondent groups' judgments of consequences. The most notable difference was that the client gropps, teachers, parents and student teachers judged consequence 4, increased uniformity in Australian programs of teacher education, to be fairly likely to occur and moderately desirable while the provider groups, senior administrators, heads of programs and lecturers judged it more unlikely than not to occur and moderately undesirable. The provider groups were also more sure that there would be no loss in autonomy for teacher education institutions but were more certain that such an outcome would be undesirable. Among all groups teachers and parents felt most strongly that the development of a national set of basic standards for teacher education would be desirable. These differences in views of the consequences balanced out and resulted in no differences in the views of the policy itself.

GENERAL COMMENT

This policy commanded good support. It was seen as likely to upgrade teacher education programs and to lead to more economic use of resources. If this were to be achieved at the cost of more uniformity of programs that was a price respondents were, in general, willing to pay. For some this would be a virtue, anyway.

TABLE A - 2.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 2.1 The financing of all teacher education programs, both pre-service and in-service shall be the responsibility of the Australian Government.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.5	5.0
Heads of Teacher Education Programs	3.6	5.3
Lecturers in Teacher Education Programs	3.0	5.4
Teachers	2.9	5.4
Office Bearers in Local School Parents' Organizations	2.5	5.3
Student Teachers	2.8	5.1
Overall Means (unweighted)	3.22	5.25
Significance Tests:		
F ratio	20.9	0.5
Probability	<.001	>.7

Rank of Policy:

by overall mean desirability = 33
by degree of consensus among groups = 8
by degree of consensus within groups = 49

TABLE A - 2.1:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 2.1 The financing of all teacher education programs, both pre-service and in-service shall be the responsibility of the Australian government.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.3	
Consequences				
More efficient use of resources through national co-ordination.	Likelihood	4.9	4.0	4.4 **
	Desirability	5.8	5.3	5.6 **
Increased funds for teacher education programs.	Likelihood	5.1	4.4	4.8 **
	Desirability	5.9	5.6	5.7 *
Loss of autonomy for teacher education institutions.	Likelihood	2.8	3.4	3.1 **
	Desirability	2.0	1.9	1.9
Increased uniformity among teacher education programs throughout Australia.	Likelihood	3.8	3.9	3.9
	Desirability	3.6	3.2	3.4 *
Upgraded standard of teacher education programs.	Likelihood	4.8	4.1	4.5 **
	Desirability	5.8	5.6	5.7 *
Development of national basic standards for teacher education programs.	Likelihood	5.0	4.6	4.8
	Desirability	5.5	4.9	5.2 **
Control by Australian Government of the numbers of students in each type of teacher education program.	Likelihood	4.0	4.1	4.0
	Desirability	3.4	3.2	3.3

** differences among means significant at .01 level
* differences among means significant at .05 level

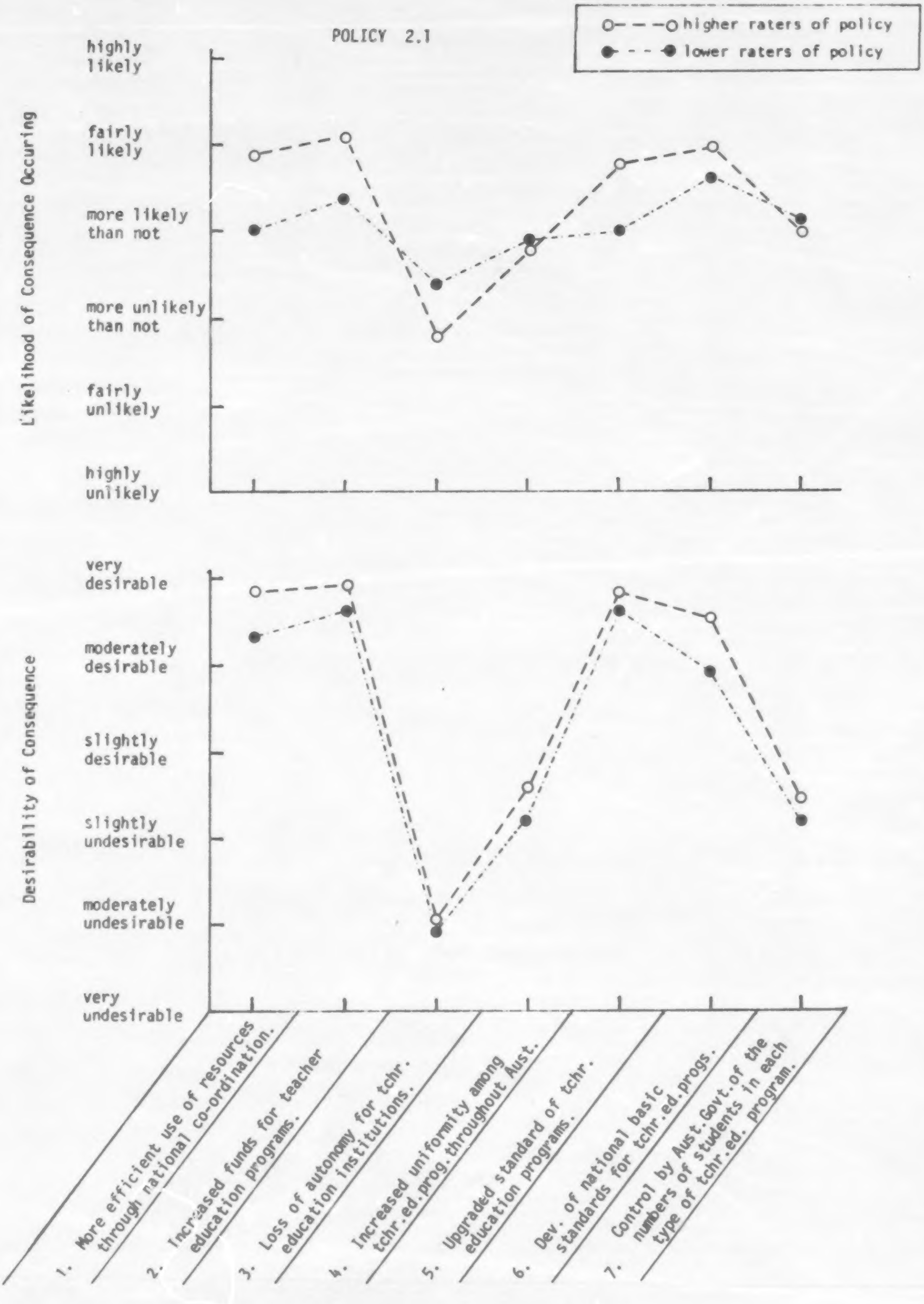

Fig. A - 2.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 2.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 2.1 The financing of all teacher education programs, both pre-service and in-service shall be the responsibility of the Australian government.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.0	5.3	5.4	5.4	5.3	5.1	
Consequences								
More efficient usc of resources through national co-ordination.	Likelihood	4.0	4.5	4.2	4.8	4.4	4.6	
	Desirability	*5.8*	*5.5*	*5.5*	*5.5*	*5.4*	*5.6*	
Increased funds for teacher education programs.	Likelihood	5.1	4.9	4.7	4.8	4.4	4.6	*
	Desirability	*5.8*	*5.7*	*5.8*	*6.0*	*5.6*	*5.5*	*
Loss of authonomy for teacher education institutions.	Likelihood	2.7	2.4	3.0	3.3	3.6	3.4	*
	Desirability	*1.5*	*1.6*	*1.5*	*1.9*	*2.5*	*2.6*	**
Increased uniformity among teacher education programs throughout Australia.	Likelihood	2.8	2.7	3.4	4.7	5.0	4.6	**
	Desirability	*1.9*	*2.0*	*2.0*	*5.1*	*5.2*	*4.3*	**
Upgraded standard of teacher education programs.	Likelihood	4.3	4.6	4.3	4.8	4.2	4.4	
	Desirability	*5.9*	*5.9*	*5.6*	*5.7*	*5.4*	*5.7*	
Development of national basic standards for teacher education programs.	Likelihood	4.9	4.9	4.3	5.2	4.8	4.8	*
	Desirability	*5.2*	*5.2*	*4.7*	*5.7*	*5.5*	*5.0*	**
Control by the Australian Government of the numbers of students in each type of teacher education program.	Likelihood	3.9	3.5	4.0	4.5	4.1	4.1	
	Desirability	*2.7*	*3.2*	*3.2*	*3.3*	*3.7*	*3.6*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 2.2 The funding of teacher education programs shall be at a level at least equivalent to other comparable tertiary programs of professional preparation e.g. Social Work.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.7 (very desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators and heads of institutions most confident of their knowledge of the policy and parents and student teachers least confident.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) upgraded standard of teacher education programs;

Moderately desirable:

(4) increased status of teacher education program among tertiary programs of professional preparation;

(5) more staff of high academic standard attracted to teacher education institutions;

(6) greater number of innovative teacher education programs;

(7) fewer student teachers for each staff member of teacher education program.

The remaining two consequences (1) and (3), though seen to be moderately to very undesirable, were not considered likely to occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (105): policy rating = 6 ('very desirable')
lower raters (36): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

> There were no significant differences between higher and lower raters in their judgments of the potential consequences of implementing this policy. In fact, there was little disagreement among respondants about the policy; 105 of the 141 who considered it rating it 'very desirable'.

Group Differences

There were significant differences among the original respondent groups in their judgments of the consequences. Heads of programs and lecturers were even more convinced than the others that consequences (1) and (3) would not occur and of their undesirability. Among the consequences considered likely to occur, there were differences only in judgments of desirability. Senior administrators and parent representatives were less convinced than the others of the desirability of having more innovative teacher education programs (6) or of having a better staff student ratio in teacher education (7). Lecturers and teachers were more convinced that the others of the desirability of increased status for teacher education (4).

GENERAL COMMENT

This policy commanded almost universal strong support. If implemented it would be expected to upgrade teacher education attracting better staff to mount new and better programs.

TABLE A - 2.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 2.2 The funding of teacher education programs shall be at a level at least equivalent to other comparable tertiary programs of professional preparation e.g. Social Work.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.3	6.0
Heads of Teacher Education Programs	3.7	5.9
Lecturers in Teacher Education Programs	2.9	5.7
Teachers	2.8	5.7
Office Bearers in Local School Parents' Organizations	2.1	5.5
Student Teachers	2.3	5.5
Overall Means (unweighted)	3.02	5.72
Significance Tests:		
F ratio	21.1	1.9
Probability	<.001	>.09

Rank of Policy:

by overall mean desirability = 5=
by degree of consensus among groups = 41
by degree of consensus within groups = 13

TABLE A - 2.2:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 2.2 The funding of teacher education programs shall be at a level at least equivalent to other comparable tertiary programs of professional preparation e.g. Social Work.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Loss of autonomy for teacher education institutions.	Likelihood	2.5	3.1	2.8
	Desirability	1.9	1.9	1.9
Upgraded standard of teacher education programs.	Likelihood	4.8	4.6	4.7
	Desirability	5.7	5.5	5.6
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	2.5	2.9	2.7
	Desirability	1.7	0.9	1.3
Increased status of teacher education program among tertiary programs of professional preparation.	Likelihood	4.7	4.4	4.6
	Desirability	5.6	5.1	5.3
More staff of high academic standard attracted to teacher education institutions.	Likelihood	4.8	4.9	4.8
	Desirability	5.5	5.0	5.3
Greater number of innovative teacher education programs.	Likelihood	4.4	4.5	4.4
	Desirability	5.3	4.8	5.0
Fewer student teachers for each staff member of teacher education program.	Likelihood	4.2	4.7	4.4
	Desirability	5.0	4.5	4.7

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 2.2:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 2.2 The funding of teacher education programs shall be at a level at least equivalent to other comparable tertiary programs of professional preparation e.g. Social Work.

		Admin- istra- tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		6.0	5.9	5.7	5.7	5.5	5.5	
Consequences								
Loss of autonomy for teacher education institutions.	Likelihood	3.1	1.8	2.6	3.2	3.2	2.9	*
	Desirability	1.5	1.4	1.5	1.8	2.6	2.6	**
Upgraded standard of teacher education programs.	Likelihood	4.3	5.5	4.2	5.0	4.5.	4.7	
	Desirability	5.5	5.9	5.5	5.8	5.4	5.6	
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	3.5	1.5	2.5	2.7	3.0	2.8	**
	Desirability	-.9	1.2	1.6	1.8	2.4	1.7	**
Increased status of teacher education program among tertiary programs of professional preparation.	Likelihood	4.2	5.0	4.2	5.2	4.5	4.4	
	Desirability	5.5	4.9	5.7	5.8	5.0	5.0	**
More staff of high academic standard attracted to teacher education institutions.	Likelihood	7.1	3.5	4.2	5.0	4.5	4.5	
	Desirability	4.4	5.8	5.2	5.5	5.4	5.2	
Greater number of innovative teacher education programs.	Likelihood	6.0	3.5	3.9	4.6	4.2	4.5	
	Desirability	4.0	5.8	5.5	5.2	4.5	5.2	**
Fewer student teachers for each staff member of teacher education program.	Likelihood	7.7	3.4	3.6	4.1	3.8	4.0	
	Desirability	4.0	4.8	5.3	5.4	4.2	4.8	**

** differences among means significant at .01 level
* differences among means significant at .05 level

171

POLICY 2.3 The Australian Government shall provide capital and recurrent funds for the establishment and maintenance of pre-school teacher preparation facilities within teacher education institutions.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.5 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences with senior administrators and heads of programs most confident of their knowledge of the policy area and teachers, parents and student teachers least confident.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(6) higher standard of teaching in pre-schools;

(7) upgraded standard of pre-school teacher education programs;

Moderately desirable:

(2) student teachers more satisfied with teacher education program;

(3) more children attend pre-school;

(5) increased number of qualified pre-school teachers;

Slightly undesirable:

(1) more mothers work while child attends pre-school.

Respondents thought it unlikely that there would be a waste of resources which might better be committed elsewhere (4).

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters	(100):	policy rating = 6	('very desirable')
lower raters	(45):	policy rating < 6	(any response other than 'very desirable')

Differences between higher and lower raters:

Those who rated this policy most highly were more convinced of the likelihood of desirable consequences 2, 6 and 7 occurring and less convinced of the likelihood of undesirable consequences 1 and 4 occurring. In fact, they saw consequences 1 as less undesirable than did low raters of the policy. With consequences 3, 5, 6 and 7 the higher raters of the policy were more convinced of the desirability.

Those most inclined to rate this policy highly were more convinced of the value of institutional pre-school education and satisfied that this policy would ultimately produce more and better programs for pre-school children.

Group Differences

Although the respondent groups did not differ in their views of the policy there were some significant differences among them in their views of the consequences. Senior administrators tended to stand out from the other groups but in ways which were counter-balancing and thus not resulting in different views of the policy. They were more convinced of the desirability of improving pre-school teacher education programs (7) and of pre-school student teachers being more satisfied with their programs (3) but less convinced of the desirability of increasing the numbers of qualified pre-school teachers and more certain that it would be undesirable for more mothers of pre-school children to work (1). On all these consequences they agreed with the others about their likelihood of occurrence. Their view of the undesirability of more mothers working was shared by teachers and their slightly more restrained view of the desirability of producing more qualified pre-school teachers was shared by parents and student teachers. The senior administrators were the only group which thought that the resources required for the implementation of this policy (4) might be more beneficially used for other things.

GENERAL COMMENT

This policy met with strong approval. Its implementation would be expected to improve the quality and quantity of pre-school education. By and large respondents would not concede that there could be any more beneficial use to which the required funds could be put.

TABLE A - 2.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area And Desirability of Policy.

Policy 2.3 The Australian Government shall provide capital and recurrent funds for the establishment and maintenance of pre-school teacher preparation facilities within teacher education institutions.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	5.8
Heads of Teacher Education Programs	3.8	5.7
Lecturers in Teacher Education Programs	3.1	5.6
Teachers	2.6	5.5
Office Bearers in Local School Parents' Organisations	2.4	5.3
Student Teachers	2.8	5.3
Overal Means (unweighted)	3.07	5.53
Significance Tests:		
F ratio	9.2	1.0
Probability	<.001	>.4

Rank of Policy:

by overall mean desirability = 19
by degree of consensus among groups = 20
by degree of consensus within groups = 30

TABLE A - 2.3:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 2.3 The Australian Government shall provide capital and recurrent funds for the stablishment and maintenance of pre-school teacher preparation facilities within teacher education institutions.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
More mothers work while child attends pre-school.	Likelihood	4.2	4.6	4.4 *
	Desirability	3.2	2.6	2.9 *
Student teachers more satisfied with teacher education program.	Likelihood	4.4	4.0	4.2 *
	Desirability	5.4	5.1	5.2
More children attend pre-school.	Likelihood	5.3	5.1	5.2
	Desirability	5.5	4.8	5.1 **
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	2.4	3.6	3.0 **
	Desirability	1.7	1.7	1.7
Increased number of qualified pre-school teachers.	Likelihood	5.4	5.2	5.3
	Desirability	5.6	5.0	5.3 **
Higher standard of teaching in pre-schools.	Likelihood	5.2	4.8	5.0 *
	Desirability	5.7	5.4	5.6 **
Upgraded standard of pre-school teacher education programs.	Likelihood	5.2	4.8	5.0 *
	Desirability	5.7	5.3	5.5 **

** differences among means significant at .01 level
* differences among means significant at .05 level

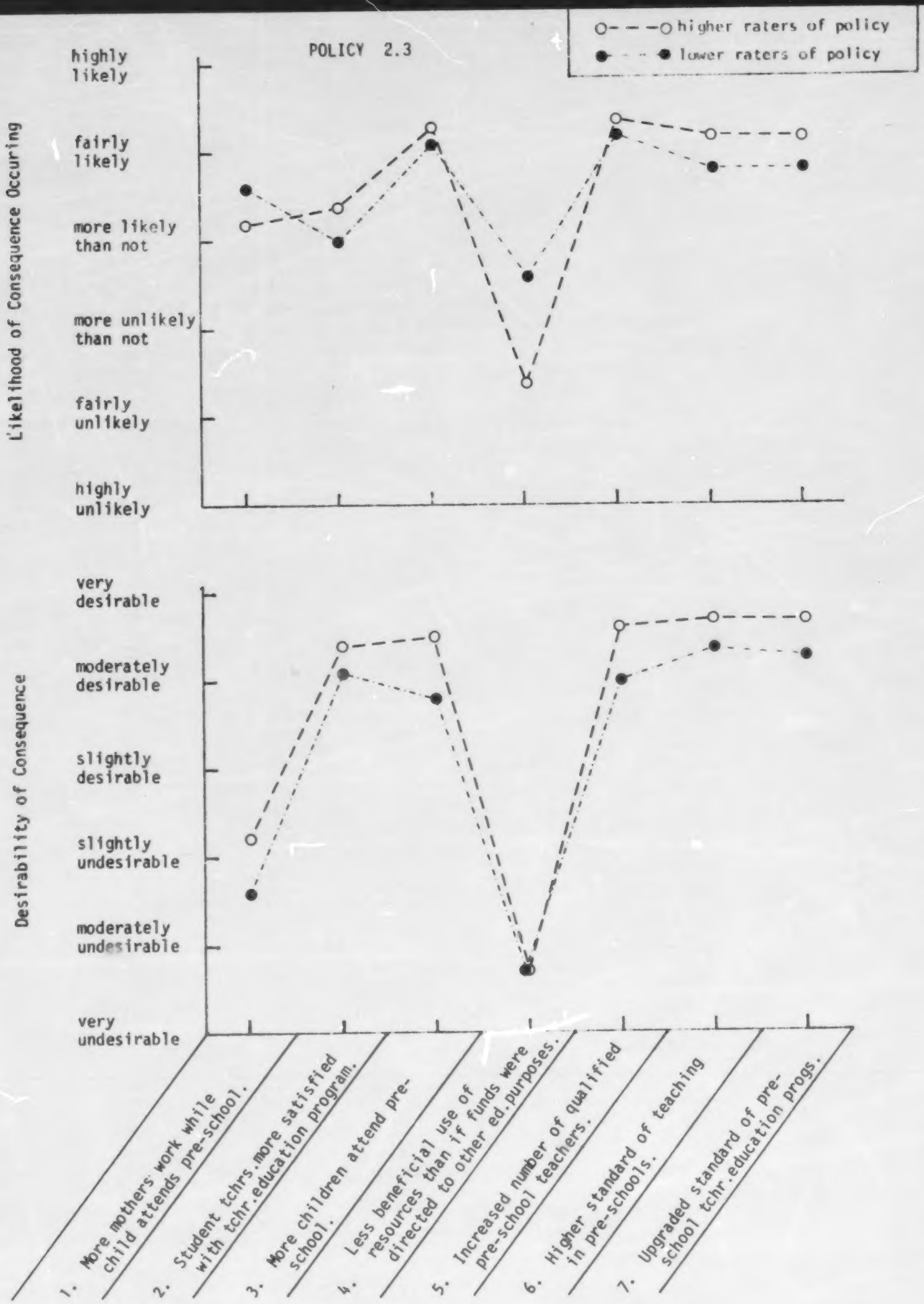

Fig. A - 2.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 2.3:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 2.3 **The Australian Government shall provide capital and recurrent funds for the establishment and maintenance of pre-school teacher preparation facilities within teacher education institutions.**

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.8	5.7	5.6	5.5	5.3	5.3	
Consequences								
More mothers work while child attends pre-school.	Likelihood	**4.4**	**4.6**	**4.4**	**4.2**	**4.7**	**4.1**	
	Desirability	*2.3*	*2.8*	*3.3*	*2.1*	*3.1*	*3.6*	**
Student teachers more satisfied with teacher education program.	Likelihood	**4.0**	**4.2**	**4.1**	**4.4**	**4.2**	**4.2**	
	Desirability	*5.7*	*5.4*	*5.4*	*5.1*	*5.0*	*5.0*	*
More children attend pre-school.	Likelihood	**5.7**	**5.3**	**5.1**	**5.4**	**5.0**	**4.7**	*
	Desirability	*5.3*	*5.0*	*5.2*	*5.1*	*5.0*	*5.2*	
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	**3.8**	**2.6**	**2.7**	**2.8**	**3.0**	**2.9**	*
	Desirability	*1.2*	*1.4*	*1.7*	*1.6*	*2.4*	*1.8*	*
Increased number of qualified pre-school teachers.	Likelihood	**5.6**	**5.7**	**5.4**	**5.3**	**5.0**	**5.1**	
	Desirability	*5.0*	*5.6*	*5.6*	*5.5*	*5.1*	*5.0*	*
Higher standard of teaching in pre-schools.	Likelihood	**5.0**	**5.3**	**4.8**	**5.2**	**4.9**	**4.8**	
	Desirability	*5.9*	*5.5*	*5.6*	*5.6*	*5.4*	*5.4*	
Upgraded standard of pre-school teacher education programs.	Likelihood	**4.8**	**5.2**	**5.0**	**5.3**	**4.7**	**4.9**	
	Desirability	*5.9*	*5.3*	*5.6*	*5.4*	*5.3*	*5.4*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 2.4 The Australian Government shall provide financial assistance (capital and recurrent) on the same basis as for government institutions, to all non-government teacher education programs which satisfy the required standards.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.6 (slightly to moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of the policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators and heads of institutions more confident than the others of their knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) higher standards of teaching in non-government schools;

(2) national system for registration of teachers;

(6) upgraded standard of teacher education programs in non-government institutions;

Slightly undesirable:

(7) more non-government teacher education institutions.

Respondents were equivocal about the likelihood of non-government institutions losing autonomy (3), of increased uniformity in teacher education programs (5), or of their being other more beneficial uses to which funds might be put (4). They were, however, convinced that these consequences would be undesirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (88): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (49): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

> Higher raters of the policy were more convinced than lower raters that the desirable consequences 1, 2 and 6 would occur and more convinced, in the case of 6, of their desirability. In regard to the undesirable consequences, higher raters were less convinced that 4 and 7 would occur and, in the case of 7, less convinced of its undesirability.
>
> Those most favourably disposed to the policy were more confident of its desirable consequences occurring, that is that there would be a more uniform teacher education system in Australia with national registration of teachers and an improved quality in non-government institutions. They were also less inclined to worry if there were an increase in non-government teacher education institutions and less inclined to believe that there were better ways to spend the funds.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. The most marked difference was in the judgment of the desirability of increased uniformity among teacher education programs. Teachers, parent representatives and student teachers saw this as desirable while senior administrators and staff in teacher education institutions saw it as quite undesirable.

GENERAL COMMENT

This policy commanded moderate support. Its implementation would be expected to improve the quality of teaching in non-government schools by linking non-government teacher education institutions into a broader system with a consequent improvement in their programs.

TABLE A - 2.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 2.4 The Australian Government shall provide financial assistance (capital and recurrent), on the same basis as for government institutions, to all non-government teacher education programs which satisfy the required standards.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.8	5.2
Heads of Teacher Education Programs	3.3	4.0
Lecturers in Teacher Education Programs	2.7	4.6
Teachers	2.9	4.6
Office Bearers in Local School Parents' Organizations	2.5	4.3
Student Teachers	2.5	4.7
Overall Means (unweighted)	2.95	4.57
Significance Tests:		
F ratio	7.4	1.2
Probability	<.001	>.3

Rank of Policy:

by overall mean desirability = 54
by degree of consensus among groups = 26
by degree of consensus within groups = 70

TABLE A - 2.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 2.4 The Australian Government shall provide financial assistance (capital and recurrent) on the same basis as for government institutions, to all non-government teacher education programs which satisfy the required standards.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	2.9	
Consequences				
Higher standards of teaching in non-government schools.	Likelihood	4.9	4.3	4.6 **
	Desirability	4.4	5.1	5.3 *
National system for registration of teachers.	Likelihood	4.9	4.4	4.6 **
	Desirability	5.1	5.1	5.1
Loss of autonomy for non-government teacher education institutions.	Likelihood	3.5	3.9	3.7
	Desirability	2.6	3.0	2.8
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	2.5	3.8	3.1 **
	Desirability	1.8	1.8	1.8
Increased uniformity among teacher education programs throughout Australia.	Likelihood	4.1	3.8	3.9
	Desirability	3.3	3.6	3.5
Upgraded standard of teacher education programs in non-government institutions.	Likelihood	4.9	4.4	4.7 **
	Desirability	5.5	5.0	5.2 **
More non-government teacher education institutions.	Likelihood	3.4	3.9	3.8 *
	Desirability	3.9	2.9	3.4 **

** differences among means significant at .01 level
* differences among means significant at .05 level

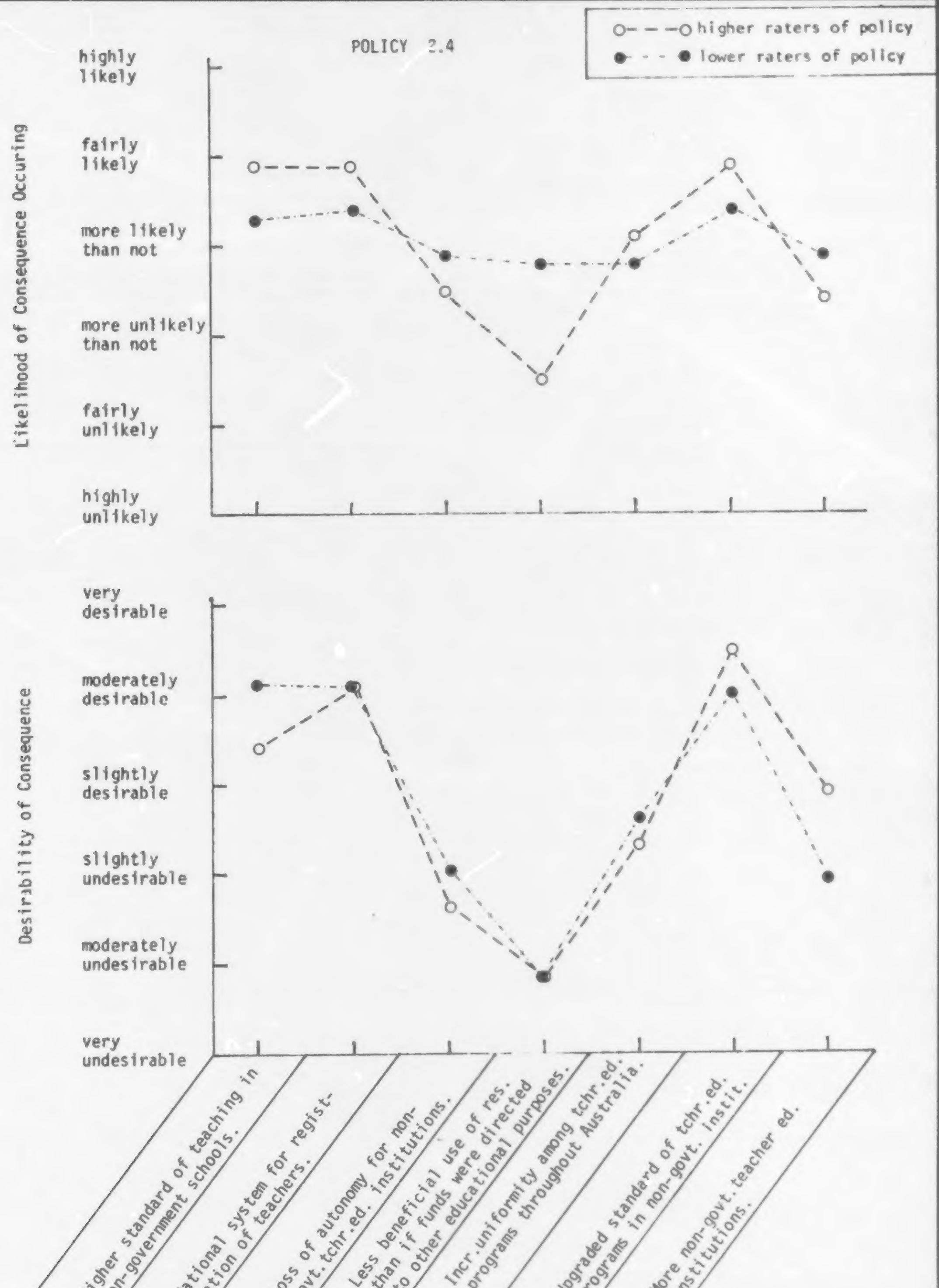

Fig. A - 2.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 2.4 3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 2.4 The Australian Government shall provide financial assistance (capital and recurrent) on the same basis as for government institutions, to all non-government teacher education programs which satisfy the required standards.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.2	4.0	4.6	4.6	4.3	4.7	
Consequences								
Higher standards of teaching in non-government schools.	Likelihood	5.2	4.9	4.6	4.6	4.0	4.4	*
	Desirability	*5.7*	*5.4*	*5.5*	*4.7*	*4.9*	*5.2*	*
National system for registration of teachers.	Likelihood	4.7	4.8	4.7	4.5	4.6	4.6	
	Desirability	*5.7*	*5.1*	*5.2*	*5.0*	*5.0*	*4.8*	
Loss of autonomy for non-government teacher education institutions.	Likelihood	4.0	3.3	3.6	3.8	3.4	3.9	
	Desirability	*2.5*	*2.4*	*2.6*	*3.3*	*2.8*	*3.3*	
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	3.0	2.7	3.1	3.6	2.9	3.4	
	Desirability	*1.2*	*1.5*	*1.8*	*1.6*	*2.5*	*2.0*	*
Increased uniformity among teacher education programs throughout Australia.	Likelihood	3.5	3.8	3.9	4.2	4.2	4.3	
	Desirability	*2.1*	*2.1*	*2.1*	*5.2*	*5.3*	*4.0*	**
Upgraded standard of teacher education programs in non-government institutions.	Likelihood	4.9	4.8	4.6	5.2	4.3	4.6	
	Desirability	*5.5*	*5.5*	*5.3*	*5.2*	*4.9*	*5.1*	
More non-government teacher education institutions.	Likelihood	3.0	3.7	3.8	3.8	3.9	4.0	
	Desirability	*2.5*	*3.0*	*3.7*	*3.5*	*3.5*	*4.0*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 3.1 National basic standards for accrediting teacher education institutions shall be developed to cover staff, resources, students and program.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.2 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of the policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and heads of institutions most confident and parent representatives and student teachers least confident of their knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) upgraded standard of teacher education programs;

(5) increased academic status of teacher education programs among tertiary programs of professional preparation;

Moderately desirable:

(4) national system for the registration of teachers;

Slightly undesirable:

(1) decreased freedom for teacher education institutions to determine minimum standards for programs;

(6) increased uniformity among teacher education programs throughout Australia;

(7) fewer non-government teacher education institutions.

Respondents were equivocal about the likelihood of consequence 3 occurring. They judged it to be moderately undesirable but seemed not to expect it to occur.

Influences of Consequences on Policy Ratings

Categorisation of respondents by policy rating:

higher raters (67): policy rating = 6 ('very desirable')
lower raters (63): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

> Higher raters of the policy were more confident than lower raters that the desirable consequences 2, 4 and 5 would occur and willing to rate those consequences as more desirable. They were also more certain that the moderately undesirable consequence (3) would not occur.
>
> Those most favourably disposed to the policy were more confident than others that it would upgrade the academic status and improve the standard of teacher education and result in a national system for registration of teachers.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences of this policy. The most prominent difference occurred in the judgments of consequence 6. Parents, teachers and student teachers thought this consequence fairly likely to occur and clearly desirable. Senior administrators, heads of institutions and lecturers were equivocal in their assessment of its likelihood of occurrence but adamant in their view that it was undesirable.

There were no important differences among the groups in their assessment of the desirable outcome

GENERAL COMMENT

This policy met with moderate support. Its implementation would be expected generally to upgrade teacher education through its specification of minimum standards for teacher education programs.

TABLE A - 3.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 3.1 National basic standards for accrediting teacher education institutions shall be developed, to cover staff, resources, students and program.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	4.9
Heads of Teacher Education Programs	3.6	5.5
Lecturers in Teacher Education Programs	2.9	5.1
Teachers	2.8	5.4
Office Bearers in Local School Parents' Organizations	2.0	5.5
Student Teachers	2.4	4.9
Overall Means (unweighted)	2.9	5.22
Significance Tests:		
F ratio	17.3	1.8
Probability	<.001	>.1

Rank of Policy:

by overall mean desirability = 35
by degree of consensus among groups = 38
by degree of consensus within groups = 37

TABLE A - 3.1:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 3.1 National basic standards for accrediting teacher education institutions shall be developed, to cover staff, resources, students and program.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.4	
Consequences				
Decreased freedom for teacher education institutions to determine minimum standards for programs.	Likelihood	3.9	4.2	4.0
	Desirability	3.2	3.4	3.3
Upgraded standard of teacher education programs.	Likelihood	5.2	4.2	4.6 **
	Desirability	5.8	5.6	5.7 *
Reduced capability of teacher education institutions to adapt to local needs and conditions.	Likelihood	3.0	3.6	3.3 **
	Desirability	1.9	1.8	1.9
National system for the registration of teachers.	Likelihood	5.0	4.5	4.7 **
	Desirability	5.4	4.8	5.1 **
Increased academic status of teacher education programs among tertiary programs of professional preparation.	Likelihood	5.0	4.4	4.7 **
	Desirability	5.6	5.3	5.5 *
Increased uniformity among teacher education programs throughout Australia.	Likelihood	4.2	4.0	4.1
	Desirability	3.6	3.1	3.4 *
Fewer non-government teacher education institutions.	Likelihood	3.8	4.1	3.9
	Desirability	3.4	3.2	3.3

** differences among means significant at .01 level
* differences among means significant at .05 level

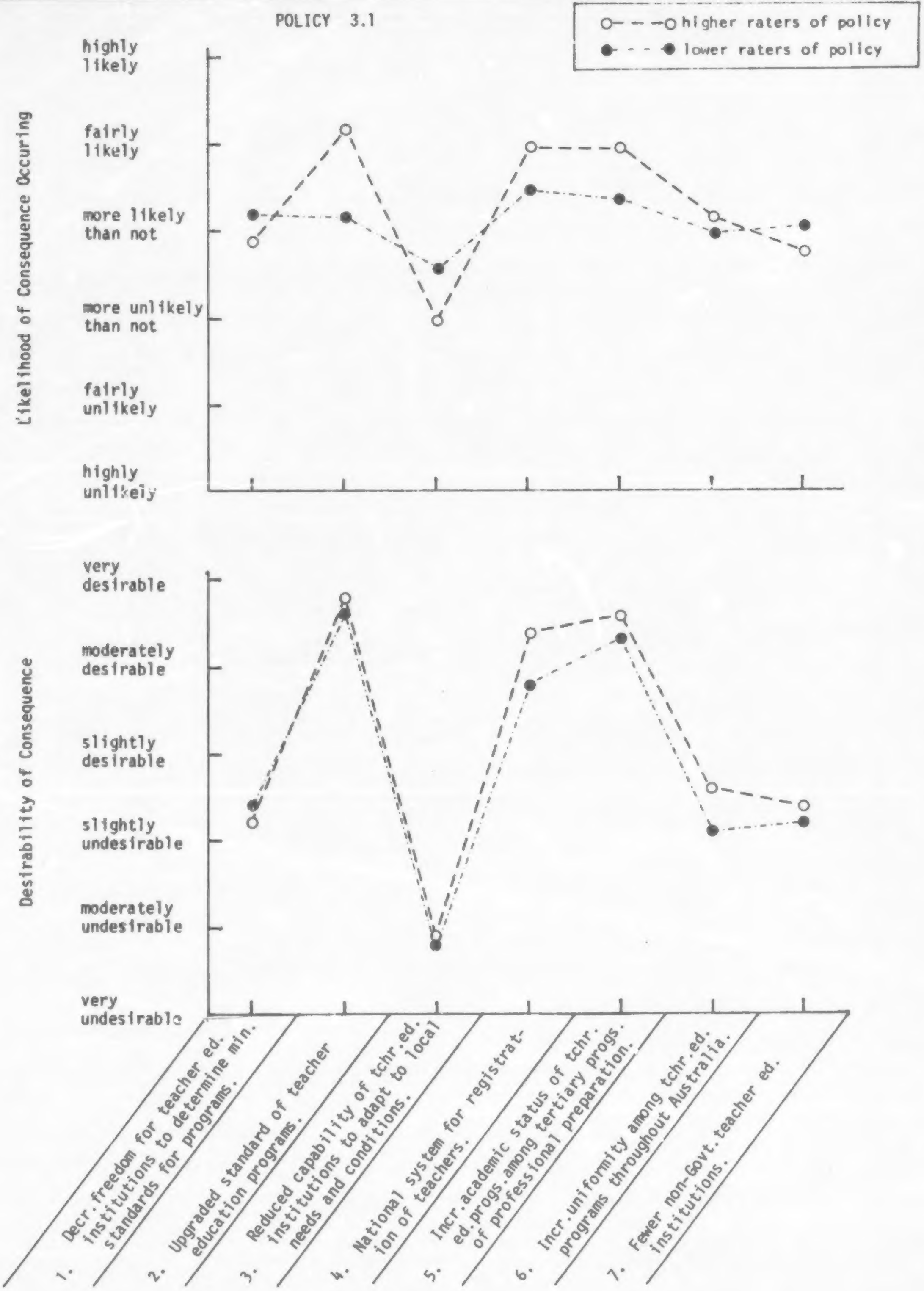

Fig. A - 3.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 3.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 3.1 National basic standards for accrediting teacher education institutions shall be be developed, to cover staff, resources, students and program.

		Admin- istra- tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.9	5.5	5.1	5.4	5.5	4.9	
Consequences								
Decreased freedom for teacher education institutions to determine minimum standards for programs.	Likelihood	3.8	4.3	4.2	3.6	3.6	4.6	*
	Desirability	*3.4*	*3.6*	*3.2*	*3.2*	*3.3*	*3.2*	
Upgraded standard of teacher education programs.	Likelihood	4.6	4.9	4.6	4.7	4.2	4.6	
	Desirability	*5.9*	*5.9*	*5.6*	*5.6*	*5.4*	*5.7*	
Reduced capability of teacher education institutions to adapt to local needs and conditions.	Likelihood	2.9	2.8	3.3	3.5	3.7	3.8	
	Desirability	*1.1*	*1.4*	*1.7*	*2.1*	*2.8*	*1.9*	**
National system for the registration of teachers.	Likelihood	4.8	4.4	5.0	4.9	4.6	4.7	
	Desirability	*5.7*	*5.1*	*5.2*	*5.1*	*4.9*	*4.6*	
Increased academic status of teacher education programs among tertiary programs of professional preparation.	Likelihood	4.9	5.9	4.6	4.7	4.4	4.8	
	Desirability	*5.8*	*5.7*	*5.7*	*5.4*	*5.0*	*5.2*	**
Increased uniformity among teacher education programs throughout Australia.	Likelihood	3.4	3.1	3.9	4.7	4.8	4.9	**
	Desirability	*1.9*	*1.9*	*2.1*	*4.9*	*5.3*	*4.0*	**
Fewer non-government teacher education institutions.	Likelihood	4.7	3.6	3.7	4.1	3.8	3.7	
	Desirability	*3.6*	*3.2*	*2.7*	*4.2*	*3.0*	*3.1*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 3.2 A permanent national liaison committee shall be developed to ensure the optimum development of teacher education in all institutions and that in such development encouragement be given to diversity, innovation and experimentation.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.2 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the providers more confident of their knowledge of the policy area than the clients.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) upgraded standard of teacher education programs;

(2) more efficient use of resources through national co-ordination;

(3) increased financial support for teacher education programs;

Moderately desirable:

(5) greater number of innovative teacher education programs;

(7) development of national basic standards for teacher education programs;

Slightly desirable:

(6) greater uniformity among teacher education programs throughout Australia.

Respondents judged loss of autonomy for teacher education institutions (4) to be moderately undesirable but thought it unlikely to occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters	(72):	policy rating = 6 ('very desirable')
lower raters	(73):	policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more certain than lower raters that the desirable consequences 1, 2 and 3 would occur and felt more strongly about the desirability of the first two. They were also more convinced about the desirability of consequences 5 and 7. In regard to the clearly undesirable consequence 4, higher raters of the policy were more certain that it would not occur.

Those most favourably disposed to this policy were more certain that effective co-ordination could be achieved and that it would ensure more efficient use of resources nationally while actually increasing the extent of support for teacher education.

Group Differences

There were significant differences among the groups in their judgments of the consequences of this policy. The most marked differences occurred in the judgments of consequence 6. Parents, teachers and student teachers thought this consequence fairly likely to occur and clearly desirable. Senior administrators, heads of institutions and lecturers were equivocal in their assessment of its likelihood of occurrence but adamant in their view that it was undesirable. A further major difference in the views of these two groups occurred with consequence 4, seen by all to be undesirable but more strongly so by the senior administrators, heads of institutions and lecturers.

GENERAL COMMENT

This policy met with moderate support. Its implementation would be expected generally to raise the standard of teacher education through better co-ordination, the adoption of minimum standards for programs and the encouragement of innovation.

TABLE A - 3.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 3.2 A permanent national liaison committee shall be developed to ensure the optimum development of teacher education in all institutions and that in such development encouragement be given to diversity, innovation and experimentation.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.2	5.2
Heads of Teacher Education Programs	3.3	5.3
Lecturers in Teacher Education Programs	2.7	5.2
Teachers	2.4	5.2
Office Bearers in Local School Parents' Organizations	2.2	5.1
Student Teachers	2.3	5.3
Overall Means (unweighted)	2.68	5.22
Significance Tests:		
F ratio	7.6	0.2
Probability	<.001	>.9

Rank of Policy:

by overall mean desirability = 35=
by degree of consensus among groups = 3
by degree of consensus within groups = 31

TABLE A - 3.2:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 3.2 A permanent national liaison committee shall be developed to ensure the optimum development of teacher education in all institutions and that in such development encouragement be given to diversity, innovation and experimentation.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences Upgraded standard of teacher education programs.	Likelihood	5.2	4.5	4.9 **
	Desirability	5.8	5.6	5.7 *
More efficient use of resources through national co-ordination.	Likelihood	5.2	4.2	4.7 **
	Desirability	5.8	5.4	5.6
Increased financial support for teacher education programs.	Likelihood	4.9	4.4	4.7 **
	Desirability	5.8	5.7	5.8
Loss of autonomy for teacher education institutions.	Likelihood	2.9	3.4	3.1 **
	Desirability	1.9	2.0	2.0
Greater number of innovative teacher education programs.	Likelihood	4.7	4.4	4.6
	Desirability	5.6	5.1	5.3 **
Greater uniformity among teacher education programs throughout Australia	Likelihood	4.1	4.1	4.1
	Desirability	3.5	3.5	3.5
Development of national basic standards for teacher education programs.	Likelihood	4.9	4.6	4.7
	Desirability	5.4	5.1	5.2 *

** differences among means significant at .01 level
* differences among means significant at .05 level

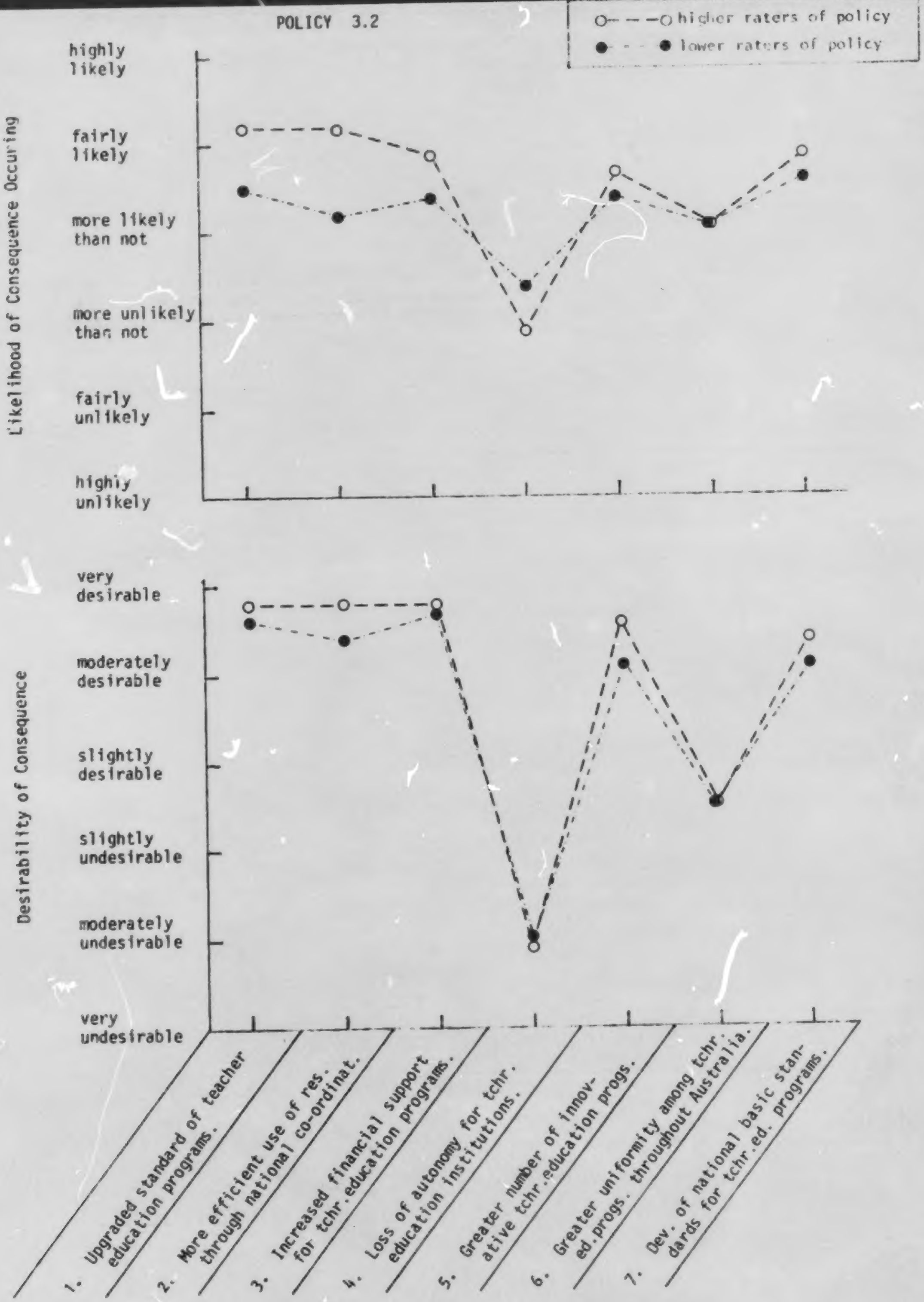

Fig. A - 3.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 3.2:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 3.2 A permanent national liaison committee shall be developed to ensure the optimum development of teacher education in all institutions and that in such development encouragement be given to diversity, innovation and experimentation.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.2	5.3	5.2	5.2	5.1	5.3	
Consequences								
Upgraded standard of teacher education programs.	Likelihood	4.9	4.7	4.8	5.2	4.8	5.9	
	Desirability	*5.9*	*5.9*	*5.6*	*5.8*	*4.5*	*5.6*	
More efficient use of resources through national co-ordination.	Likelihood	4.2	4.8	4.8	5.0	4.8	4.7	
	Desirability	*5.8*	*5.6*	*5.5*	*5.6*	*5.5*	*5.6*	
Increased financial support for teacher education programs.	Likelihood	4.8	4.8	4.8	4.7	4.6	4.3	
	Desirability	*5.8*	*5.7*	*5.9*	*6.0*	*5.6*	*5.5*	*
Loss of autonomy for teacher education institutions.	Likelihood	3.3	2.7	2.8	3.2	3.1	3.7	**
	Desirability	*1.6*	*1.6*	*1.7*	*2.0*	*2.5*	*2.5*	**
Greater number of innovative teacher education programs.	Likelihood	4.1	4.4	4.8	4.9	4.3	4.7	*
	Desirability	*5.7*	*5.7*	*5.6*	*5.0*	*4.8*	*5.4*	**
Greater uniformity among teacher education programs throughout Australia.	Likelihood	3.8	3.2	3.5	4.8	5.0	4.4	**
	Desirability	*1.9*	*2.2*	*2.2*	*5.2*	*5.4*	*4.2*	**
Development of national basic standards for teacher education programs.	Likelihood	4.5	4.7	4.6	5.3	4.7	4.7	
	Desirability	*5.2*	*5.2*	*4.7*	*5.8*	*5.6*	*4.8*	**

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 3.3 Projections of future needs for teachers shall determine the extent of provision of different types of courses of teacher education (e.g. primary vs. secondary; science/mathematics vs. humanities) at different institutions.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.3 (slightly desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the senior administrators and heads of institutions most confident and parents and student teachers least confident of the knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) better planning of programs and staffing in teacher education institutions;

(5) fewer teachers required to teach subjects for which they are not qualified;

(6) availability of teachers more closely matched to needs of schools;

Slightly undesirable:

(2) increased administrative load on teacher education institutions;

Moderately undesirable:

(3) greater restriction of choice of speciality for students entering teacher education;

(4) undue categorization of teachers according to subject areas;

(7) over-specialization of teachers.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (76): policy rating ≥ 5 ('moderately' or 'highly desirable')
lower raters (81): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

> Higher raters of the policy were more convinced than lower raters of the desirability of consequences 1, 5 and 6 and of the likelihood of their occurring. They were less inclined to expect the undesirable consequences 4 and 7 to occur and inclined to take a less negative view of consequences 3 and 4.
>
> Those most favourably disposed to the policy were more inclined to expect and accept the benefits of manpower planning in providing a base for better planning of teacher education programs, providing a better fit of teachers to the needs of schools and ensuring that teachers are not obliged to teach outside their areas of competence. They were also less inclined to expect, though also less inclined to worry about, restrictions of student teachers choices, undue categorization of teachers by subject areas and over-specialization in preparation to fit available positions.

Group Differences

There were no significant differences among the original respondents groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately or highly desirable and those rating it slightly desirable or in any way undesirable.

GENERAL COMMENT

This policy met with mild support. While some saw advantages for the system and the individual for whom a place is found within it, there was concern that individuals' freedom of choice would be unreasonably restricted if those who are trained are forced into certain subject areas on the basis of the needs of potential employers. This would lead to undue categorization of teachers by subject area and to over-specialization of teachers seeking to maximize their chances of selection within some designated area.

TABLE A - 3.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 3.3 Projections of future needs for teachers shall determine the extent of provision of different types of courses of teacher education (e.g. primary vs secondary; science/mathematics vs humanities) at different institutions.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.8	4.2
Heads of Teacher Education Programs	3.6	4.0
Lecturers in Teacher Education Programs	3.1	4.3
Teachers	2.9	4.5
Office Bearers in Local School Parents' Organizations	2.2	4.7
Student Teachers	2.6	4.0
Overall Means (unweighted)	3.03	4.28
Significance Tests:		
F ratio	14.8	1.4
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 63
by degree of consensus among groups = 32
by degree of consensus within groups = 51

TABLE A - 3.3:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 3.3 Projections of future needs for teachers shall determine the extent of provision of different types of courses of teacher education (e.g. primary vs.secondary; science/mathematics vs humanities) at different institutions.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.2	3.4	
Consequences				
Better planning of programs and staffing in teacher education institutions.	Likelihood	4.9	4.2	4.6 **
	Desirability	5.4	5.1	5.2 *
Increased administrative load on teacher education institutions.	Likelihood	4.3	4.2	4.3
	Desirability	3.0	2.7	2.9
Greater restriction of choice of speciality for students entering teacher education.	Likelihood	4.1	4.3	4.2
	Desirability	2.5	2.2	2.3 *
Undue categorization of teachers according to subject areas.	Likelihood	4.0	4.3	4.1 *
	Desirability	2.4	2.0	2.2 **
Fewer teachers required to teach subjects for which they are not qualified.	Likelihood	4.8	4.4	5.6 **
	Desirability	5.3	4.9	5.1 *
Availability of teachers more closely matched to needs of schools.	Likelihood	5.0	4.5	4.7 **
	Desirability	5.6	5.1	5.4 **
Over-specialization of teachers.	Likelihood	3.6	4.0	3.8 **
	Desirability	2.4.	2.2	2.3

** differences among means significant at .01 level
* differences among means significant at .05 level

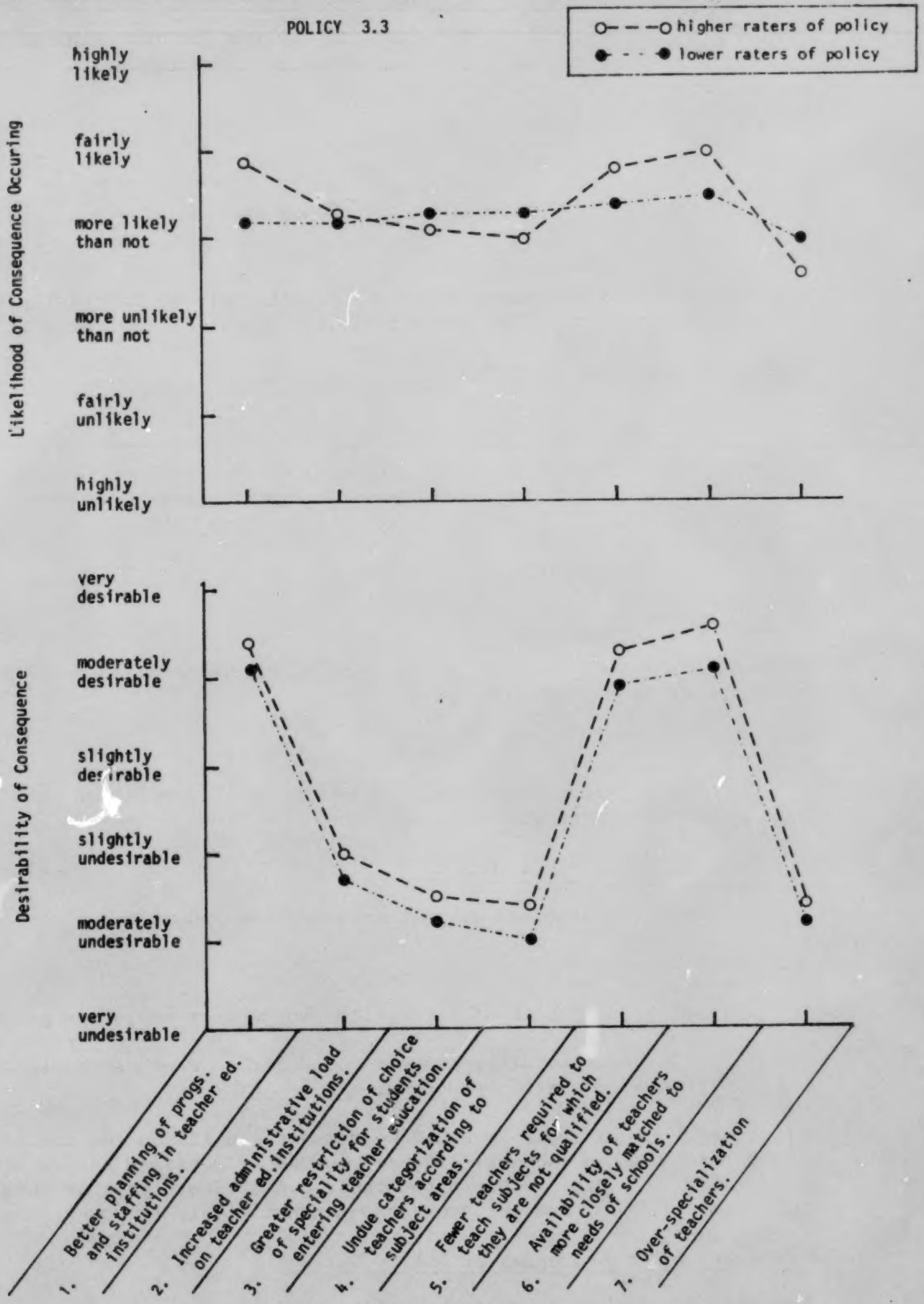

Fig. A - 3.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 3.4 There shall be a national system for the exchange of staff among teacher education institutions.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.5 (moderately to very desirable)

Group differences:

significant differences among groups with parents marginally less favourably disposed to the policy than were the other groups.

Extent of Knowledge of Policy

Group differences:

significant differences with parents, student teachers and teachers less confident of the knowledge of the policy area than were the other groups.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) facilitation of exchange of educational information and ideas across institutions;

(4) increased staff morale;

(6) upgraded standard of teacher education programs;

Moderately desirable:

(2) faster diffusion of innovations in teacher education programs;

(5) wider variety of approaches to education represented in teacher education programs.

Respondents thought that it would be undesirable if too few teachers participated in the exchange program because of personal inconvenience or if, when they did, it disrupted their own students program unduly. These consequences, however, were thought not likely to occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (85): policy rating = 6 ('very desirable')
lower raters (62): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

> Higher raters of the policy were more convinced than lower raters of the likelihood of occurrence of the desirable outcome 1, 2, 4, 5 and 6 and, in the case of all but consequence 6, more convinced of their desirability.
>
> Those most favourably disposed to the policy were more certain that any exchange system for staff in teacher education institutions would improve the quality of programs in those institutions.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. Lecturers were less inclined than any other groups to think that an exchange program would disrupt their teaching. Their students were more inclined than any to think it would. Heads of institutions, lecturers and teachers were more confident that staff morale would be boosted.

GENERAL COMMENT

This policy met with strong support. Its implementation would be expected to improve teacher education programs by facilitating the exchange of ideas among institutions and encouraging diversity. The approval for the policy is given despite a recognition that it would disrupt local teacher education programs for the period of the exchange.

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 3.4 There shall be a national system for the exchange of staff among teacher education institutions.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.5	5.5
Heads of Teacher Education Programs	3.6	5.6
Lecturers in Teacher Education Programs	2.9	5.6
Teachers	2.6	5.6
Office Bearers in Local School Parents' Organizations	2.2	5.1
Student Teachers	2.4	5.4
Overall Means (unweighted)	2.87	5.47
Significance Tests:		
F ratio	11.8	2.7
Probability	<.001	<.03

Rank of Policy:

by overall mean desirability = 23=
by degree of consensus among groups = 49
by degree of consensus within groups = 11

TABLE A.- 3.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 3.4 There shall be a national system for the exchange of staff among teacher education institutions.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Facilitation of exchange of educational information and ideas across institutions.	Likelihood	5.2	4.9	5.1 *
	Desirability	5.7	5.4	5.6 *
Faster diffusion of innovations in teacher education programs.	Likelihood	5.1	4.7	4.9 **
	Desirability	5.6	5.2	5.4 **
Few staff undertake exchange, due to inconvenience for family.	Likelihood	3.7	3.8	3.7
	Desirability	2.2	2.6	2.4 *
Increased staff morale.	Likelihood	4.6	4.1	4.3 **
	Desirability	5.7	5.3	5.5 **
Wider variety of approaches to education represented in teacher education programs.	Likelihood	4.9	4.6	4.8 *
	Desirability	5.6	5.3	5.4 **
Upgraded standard of teacher education programs.	Likelihood	4.8	4.4	4.6 **
	Desirability	5.7	5.6	5.7
Disruption of teacher education programs.	Likelihood	2.6	2.8	2.7
	Desirability	1.7	1.7	1.7

** differences among means significant at .01 level
* differences among means significant at .05 level

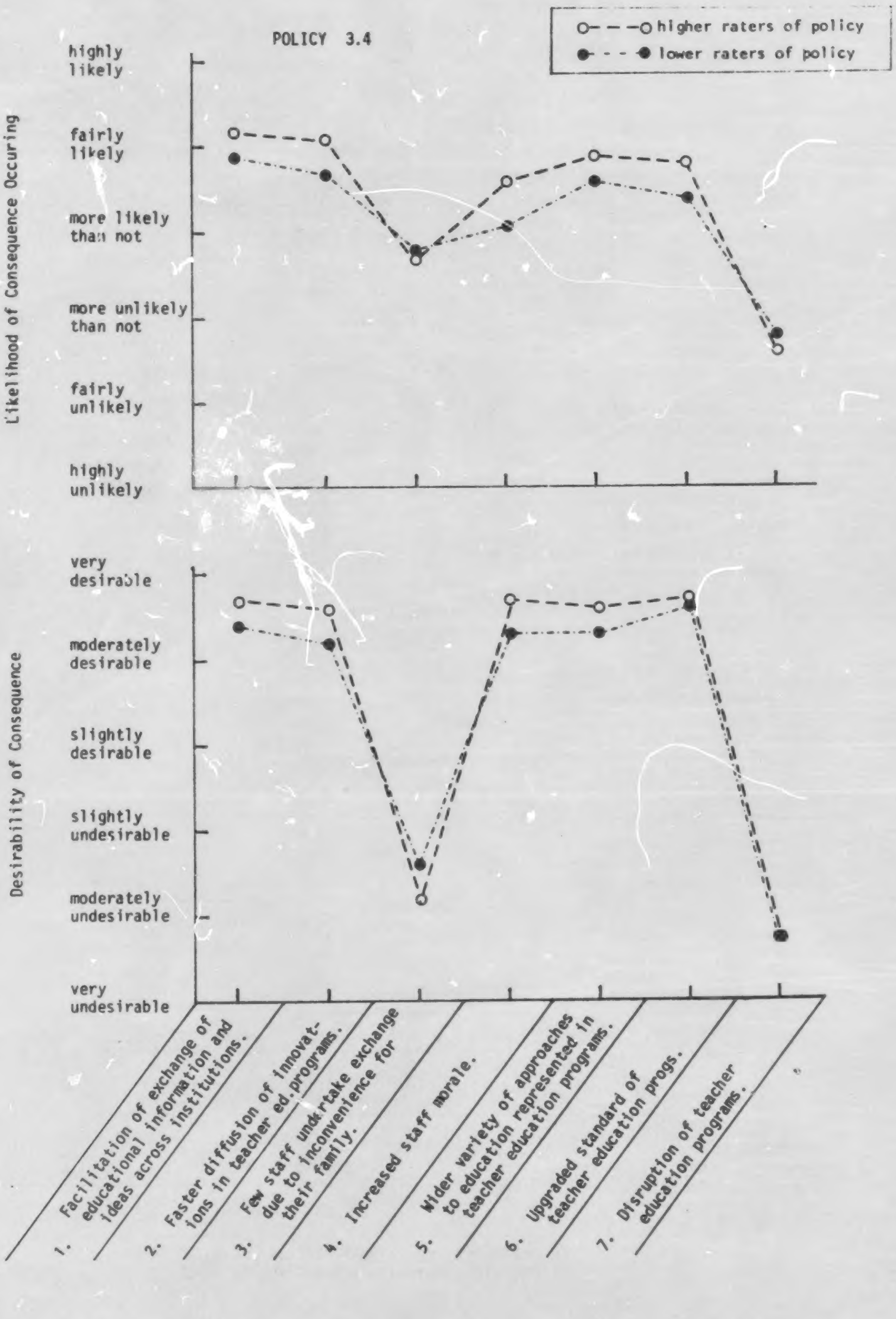

Fig. A - 3.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 3.4:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 3.4 There shall be a national system for the exchange of staff among teacher education institutions.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.5	5.6	5.6	5.6	5.1	5.4	
Consequences								
Facilitation of exchange of educational information and ideas across institutions.	Likelihood	5.0	5.1	5.4	5.0	4.8	5.1	**
	Desirability	*5.7*	*5.7*	*5.8*	*5.3*	*5.2*	*5.6*	**
Faster diffusion of innovations in teacher education programs.	Likelihood	4.9	5.1	5.0	5.1	4.5	4.9	*
	Desirability	*5.8*	*5.5*	*5.5*	*5.4*	*5.0*	*5.3*	*
Few staff undertake exchange, due to inconvenience for family.	Likelihood	3.9	3.5	3.4	4.3	3.7	3.5	
	Desirability	*1.7*	*2.1*	*2.2*	*2.9*	*3.1*	*2.6*	**
Increased staff morale.	Likelihood	4.0	4.5	4.8	4.6	4.1	4.1	**
	Desirability	*5.8*	*5.4*	*5.6*	*5.3*	*5.4*	*5.3*	
Wider variety of approaches to education represented in teacher education programs.	Likelihood	4.6	4.7	5.0	5.0	4.6	4.7	
	Desirability	*5.7*	*5.3*	*5.6*	*5.3*	*5.3*	*5.5*	*
Upgraded standard of teacher education programs.	Likelihood	4.6	4.5	4.7	4.8	4.3	4.6	
	Desirability	*5.9*	*5.8*	*5.6*	*5.7*	*5.4*	*5.6*	
Disruption of teacher education programs.	Likelihood	2.7	2.7	2.2	2.9	2.6	3.1	**
	Desirability	*1.5*	*1.6*	*1.8*	*1.4*	*2.2*	*1.7*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 4.1 A uniform system of scholarships, to include full fees and a living allowance, shall be instituted for the whole tertiary system of education, embracing all areas of professional preparation (including teacher education).

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.3 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the respondent groups with senior administrators and heads of institutions most confident and parents and student teachers least confident of their knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) more students with parents of low socio-economic status obtaining a tertiary education;

Moderately desirable:

(3) improved conditions for teachers in order to attract sufficient students into teacher education programs;

(4) bonding of scholarship holders discontinued;

(5) more diversity across teacher education institutions in the characteristics of entering student teachers;

(7) more tertiary students including student teachers, undertaking programs leading to the vocation of their choice.

Respondents thought it more unlikely than not that fewer highly qualified students would enter teacher education (2) or that this use of funds would be less beneficial than others to which they might be put (6) though they rated these as moderately to very undesirable consequences.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (76): policy rating = 6 ('highly desirable')
lower raters (66): policy rating < 6 (any response less than 'highly desirable')

Differences between higher and lower raters:

There were no significant differences between higher and lower raters of the policy in their judgments of the consequences.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. Senior educational administrators were much less inclined than others to expect this policy to lead to improved conditions for teachers (3). The provider groups were more confident that the policy would lead to an abandonment of bonding (4) than were the client groups with parents also registering doubts about whether that would be desirable anyway but senior administrators and heads of programs more certain of its desirability.

GENERAL COMMENT

This policy gained moderate support. Its implementation would be expected to provide students with more liberty to pursue the vocational preparation of their choice. An important consequence anticipated would be a greater diversity of entrants to teaching.

TABLE A - 4.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 4.1 A uniform system of scholarships, to include full fees and a living allowance, shall be instituted for the whole tertiary system of education, embracing all areas of professional preparation (including teacher education).

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.2
Heads of Teacher Education Programs	3.7	5.7
Lecturers in Teacher Education Programs	3.0	5.3
Teachers	2.8	4.8
Office Bearers in Local School Parents' Organizations	2.4	5.4
Student Teachers	2.5	5.4
Overall Means (unweighted)	3.08	5.3
Significance Tests:		
F ratio	15.9	1.5
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 30
by degree of consensus among groups = 36
by degree of consensus within groups = 36

TABLE A - 4.1:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 4.1 A uniform system of scholarships, to include full fees and a living allowance, shall be instituted for the whole tertiary system of education, embracing all areas of professional preparation (including teacher education).

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.4	
Consequences				
More students with parents of low socio economic status obtaining a tertiary education.	Likelihood	4.8	4.5	4.6
	Desirability	5.7	5.4	5.6
Fewer students with high academic qualifications entering teacher education programs.	Likelihood	3.0	3.2	3.1
	Desirability	1.8	2.2	2.0
Improved conditions for teachers in order to attract sufficient students into teacher education programs.	Likelihood	4.1	3.9	4.0
	Desirability	5.4	5.1	5.2
Bonding of scholarship holders discontinued.	Likelihood	4.7	4.1	4.4
	Desirability	5.2	4.7	4.9
More diversity across teacher education institutions in the characteristics of entering student teachers.	Likelihood	4.3	4.0	4.2
	Desirability	5.2	4.8	5.0
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	2.6	2.9	2.7
	Desirability	1.6	2.0	1.8
More tertiary students including student teachers, undertaking programs leading to the vocation of their choice.	Likelihood	5.1	4.7	4.9
	Desirability	5.8	5.4	5.6

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 4.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 4.1 A uniform system of scholarships, to include full fees and living allowance, shall be instituted for the whole tertiary system of education, embracing all areas of professional preparation (including teacher education).

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.2	5.7	5.3	4.8	5.4	5.4	
Consequences								
More students with parents of low socio-economic status obtaining a tertiary education.	Likelihood	4.7	4.9	4.2	4.9	5.0	4.7	*
	Desirability	*5.9*	*5.9*	*5.5*	*4.4*	*5.6*	*5.7*	
Fewer students with high academic qualifications entering teacher education programs.	Likelihood	3.2	2.6	3.0	3.0	2.9	3.7	
	Desirability	*1.6*	*1.6*	*1.7*	*1.9*	*2.4*	*2.4*	*
Improved conditions for teachers in order to attract sufficient students into teacher education programs.	Likelihood	2.9	3.5	3.7	4.3	4.2	4.3	**
	Desirability	*5.1*	*5.1*	*5.4*	*5.5*	*5.2*	*5.0*	
Bonding of scholarship holders discontinued.	Likelihood	5.2	5.3	4.9	3.9	3.5	4.3	**
	Desirability	*5.7*	*5.5*	*5.3*	*4.8*	*3.6*	*5.0*	**
More diversity across teacher education institutions in the characteristics of entering student teachers.	Likelihood	4.2	4.7	4.1	4.5	4.0	4.0	
	Desirability	*5.6*	*4.8*	*5.2*	*5.1*	*4.7*	*4.9*	
Less beneficial use of resources than if funds were directed to other educational purposes.	Likelihood	3.1	2.0	2.7	2.9	2.5	3.1	*
	Desirability	*1.1*	*1.5*	*1.7*	*1.4*	*2.4*	*1.8*	*
More tertiary students including student teachers, undertaking programs leading to the vocation of their choice.	Likelihood	4.7	5.3	4.8	4.9	4.7	5.1	
	Desirability	*5.8*	*5.8*	*5.5*	*5.7*	*5.4*	*5.7*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 4.2 The Australian Government shall collaborate with the State Governments in providing scholarships, to include full fees and a living allowance, at competitive rates to attract sufficient numbers of students to teacher education programs to meet projections of teacher needs.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.2 (moderately desirable)

Group differences:

significant differences among groups with senior administrators, teachers and parents rating the policy more highly than the other groups. Heads of programs and student teachers were least strongly committed to it.

Extent ot Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and heads of programs more confident than others of their knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(2) more students able to enter teacher education programs because of increased financial assistance;

(5) more students with high academic qualifications applying for places in teacher education programs;

(6) more diversity across teacher education institutions in the characteristics of entering student teachers;

(7) increased supply of qualified teachers;

Moderately undesirable:

(3) more students entering teacher education programs without a genuine desire to teach.

Respondents were confident that this policy would not result in increased drop-out from teacher education programs (1) or an over-supply of qualified teachers (4) but they judged both of these potential consequences to be undesirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (81): policy rating = 6 ('very desirable')
lower raters (69): policy rating < 6 (any response other than 'very desirable')

Differences between higher and lower raters:

There were no significant differences between higher and lower raters of the policy in their judgments of the consequences.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy desirable and those rating it undesirable.

GENERAL COMMENT

This policy commanded moderate support. It's implementation would be expected to improve the intake to teacher education programs both by increasing its academic quality and broadening its cultural range. The fact that more students may complete teacher education but not seek employment as teachers was seen to be a price worth paying for the anticipated benefits.

TABLE A - 4.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 4.2 The Australian Government shall collaborate with the State Government in providing scholarships, to include full fees and a living allowance, at competitive rates to attract sufficient numbers of students to teacher education programs to meet projections of teacher needs.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.2	5.6
Heads of Teacher Education Programs	3.7	4.6
Lecturers in Teacher Education Programs	3.0	5.1
Teachers	2.9	5.5
Office Bearers in Local School Parents' Organizations	2.6	5.6
Student Teachers	2.7	4.7
Overall Means (unweighted)	3.18	5.18
Significance Tests:		
F ratio	13.4	4.2
Probability	<.001	<.002

Rank of Policy:

by overall mean desirability = 37
by degree of consensus among groups = 59=
by degree of consensus within groups = 44=

TABLE A - 4.2:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 4.2 The Australian Government shall collaborate with the State Governments in providing scholarships, to include full fees and a living allowance, at competitive rates to attract sufficient numbers of students to teacher education programs to meet projections of teacher needs.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.2	
Consequences				
Increased drop-out rate for students in teacher education programs.	**Likelihood**	2.8	3.1	2.9
	Desirability	*2.2*	*2.3*	*2.3*
More students able to enter teacher education programs because of increased financial assistance.	**Likelihood**	4.6	4.4	4.5
	Desirability	*5.3*	*4.9*	*5.1*
More students entering teacher education programs without a genuine desire to teach.	**Likelihood**	3.6	4.1	3.9
	Desirability	*2.1*	*1.9*	*2.0*
Over-supply of qualified teachers.	**Likelihood**	2.7	2.8	2.8
	Desirability	*3.1*	*3.0*	*3.0*
More students with high academic qualifications applying for places in teacher education programs.	**Likelihood**	4.2	3.8	4.0
	Desirability	*5.2*	*4.9*	*5.1*
More diversity across teacher education institutions in the characteristics of entering student teachers.	**Likelihood**	4.4	4.2	4.3
	Desirability	*5.1*	*4.2*	*5.0*
Increased supply of qualified teachers.	**Likelihood**	4.7	4.7	4.7
	Desirability	*5.6*	*4.7*	*5.4*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 4.3 The bonding of students on government scholarships shall be discontinued.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.6 (slightly to moderately desirable)

Group differences:

significant differences among the respondent groups with parent representatives thinking it slightly undesirable and the remainder thinking it moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with parents and teachers least confident of their knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(5) more teachers with a genuine desire to teach;

Moderately desirable:

(2) more freedom for student teachers in the selection of courses within the general studies part of the teacher education program;

(7) more attractive teaching conditions as teacher employers compete for teachers on the open market;

Slightly undesirable:

(3) more students upon completion of a teacher education program do not enter the teaching profession;

Moderately undesirable:

(6) increased difficulty in adequately staffing schools in unpopular locations e.g. remote inner-city schools.

Respondents were quite equivocal about whether there would be a decreased resignation rate among teachers (1) but thought it would be moderately desirable. They were also unsure whether the policy would deny access to teacher education for students with limited financial support (4) but were sure that would be undesirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (74): policy rating = 6 ('very desirable')
lower raters (75): policy rating < 6 (any response other than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 2, 5 and 7 would occur and, in the cases of 2 and 5, more convinced of their desirability. They were also less convinced that the undesirable consequences 3 and 6 would occur. With the two consequences overall judged not likely to occur, 1 and 4, the higher raters of the policy were more inclined to expect the desirable one, 1, and more sure of its desirability than the lower raters and more sure that the undesirable one 4 would not occur.

Those most favourably disposed to the policy were more confident that it would lead to more committed students selecting teacher education and to improvements in the general conditions of teachers.

Group Differences

There were no significant differences among the groups in their judgments of the consequences.

GENERAL COMMENT

This policy received some support. Its implementation would be expected to lead to a more committed teaching service. Removal of the contractual obligation to teach upon completion of training could well cause a drop in the proportion of graduating students taking teaching positions, but that was a loss the respondents were willing to abide in order to obtain the other benefits of the policy. One spin-off of the policy which many hoped for and expected was that teaching conditions would be improved to provide an incentive with which to replace the obligation.

There was nothing in the pattern of parents' judgments of the consequences with which to explain their negative reation to the policy. Their views of the consequences were not significantly different from those of the others.

TABLE A - 4.3:1
Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 4.3 The bonding of students on government scholarships shall be discontinued.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.4	5.1
Heads of Teacher Education Programs	4.1	4.8
Lecturers in Teacher Education Programs	3.8	5.4
Teachers	3.3	4.6
Office Bearers in Local School Parents' Organizations	2.8	3.2
Student Teachers	3.6	4.8
Overall Means (unweighted)	3.67	4.65
Significance Tests:		
F ratio	12.6	9.5
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 50
by degree of consensus among groups = 68=
by degree of consensus within groups = 74

TABLE A - 4.3:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 4.3 The bonding of students on government scholarships shall be discontinued.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	3.6	
Consequences				
Decreased rate at which teachers leave the teaching profession.	Likelihood	3.7	3.1	3.4 *
	Desirability	*5.1*	*4.6*	*4.9* *
More freedom for student teachers in the selection of courses within the general studies part of the teacher education program.	Likelihood	4.1	3.5	3.8 **
	Desirability	*5.1*	*4.6*	*4.8* **
More students upon completion of a teacher education program do not enter the teaching profession.	Likelihood	3.5	4.0	3.7 *
	Desirability	*2.6*	*2.5*	*2.5*
More students unable to undertake a teacher education program because of the inadequate financial assistance of unbonded scholarships.	Likelihood	3.1	3.8	3.4 **
	Desirability	*2.0*	*2.1*	*2.0*
More teachers with a genuine desire to teach.	Likelihood	4.8	3.9	4.4 **
	Desirability	*5.8*	*5.5*	*5.6* *
Increased difficulty in adequately staffing schools in unpopular locations e.g. remote or inner-city schools.	Likelihood	4.0	4.6	4.3 **
	Desirability	*1.9*	*1.6*	*1.7*
More attractive teaching conditions as teacher employers compete for teachers on the open market.	Likelihood	4.5	4.1	4.3 *
	Desirability	*5.1*	*4.9*	*5.0*

** differences among means significant at .01 level
* differences among means significant at .05 level

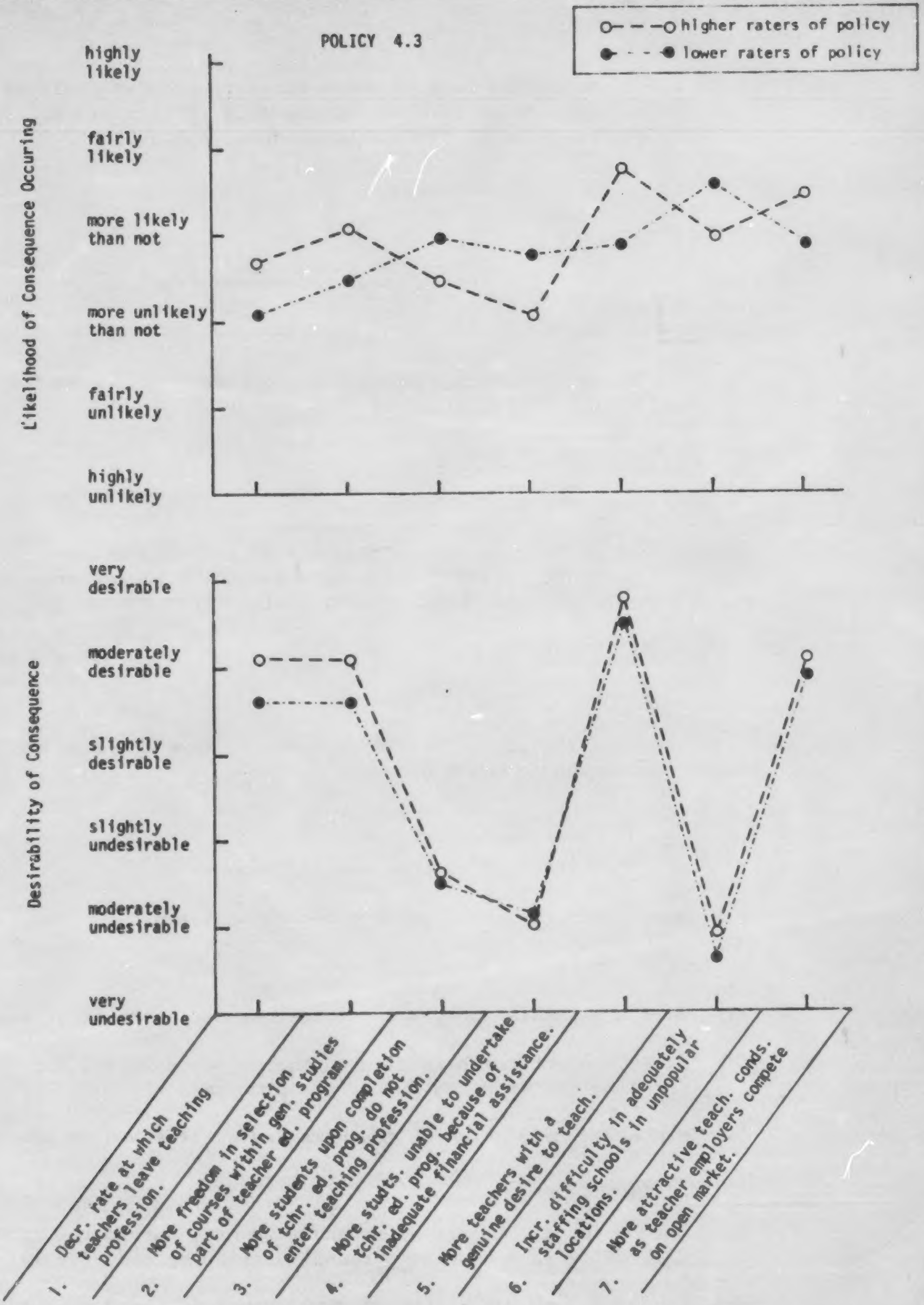

Fig. A - 4.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 5.1 Admission to a teacher education program shall be based in part on personal qualities (e.g. attitudes, motivation, experience) other than academic achievement.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.6 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and heads of programs rating their knowledge of the policy area as extensive but parents claiming only limited knowledge.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(3) upgraded standard of teaching in schools:

(7) more teachers with a genuine desire to teach;

Moderately desirable:

(1) more applicants for places in teacher education programs;

(4) fewer student teachers finding themselves unsuited for teaching and dropping out of the program;

(6) decreased rate at which teachers leave the teaching profession;

Moderately undesirable:

(5) more personal bias in selecting students, due to the great difficulty in measuring personal attributes objectively.

Respondents were somewhat equivocal about the likelihood that the policy might lead to a decline in the academic standing of the teaching profession (2), a consequence which they judged would be quite undesirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (131): policy rating = 6 ('very desirable')
lower raters (46): policy rating < 6 (any response other than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than the lower raters that the desirable consequences 3, 4, 6 and 7 would occur. In the cases of consequence 1, for which they did not differ in their judgments of likelihood, and consequence 3, the higher raters were more convinced of their desirability. With the two potentially undesirable consequences 2 and 5, the higher raters were more inclined to doubt that they would occur.

Those most favourably disposed to the policy were more certain than others that it would result in fewer defections during teacher education and during a subsequent career, and better teaching in schools.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. These were primarily differences in judgments of the desirability of two of the consequences 2 and 3. Although a decrease in the academic standing of teaching (2) was not considered likely, and was considered undesirable by all, parents and student teachers did not rate it quite as negatively as did the others. An upgraded standard of teaching in schools (3) was desired by all groups but not quite as much by parents and student teachers as by others.

GENERAL COMMENT

This policy met with strong approval. Its implementation would be expected to provide for selection of students for teacher education programs who were more likely to find teaching a satisfying profession and thus likely to be better teachers. Although respondents recognized the difficulties and risks in using selection procedures open to (claims of) bias, they were willing to give the policy strong support.

TABLE A - 5.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.1 Admission to a teacher education program shall be based in part on personal qualities (e.g. attitudes, motivation, experience) other than academic achievement.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.9
Heads of Teacher Education Programs	4.4	5.8
Lecturers in Teacher Education Programs	3.9	5.5
Teachers	3.2	5.4
Office Bearers in Local School Parents' Organizations	2.7	5.6
Student Teachers	3.5	5.6
Overall Means (unweighted)	3.6	5.6
Significance Tests:		
F ratio	17.2	0.6
Probability	<.001	>.6

Rank of Policy:

by overall mean desirability	=	16
by degree of consensus among groups	=	10
by degree of consensus within groups	=	32

TABLE A - 5.1:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.1 Admission to a teacher education program shall be based in part on personal qualities (e.g. attitudes, motivation, experience) other than academic achievement.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences More applicants for places in teacher education programs.	Likelihood	4.2	4.1	4.1
	Desirability	5.2	4.8	5.0 *
Decreased academic standing of the teaching profession.	Likelihood	2.9	3.6	3.2 **
	Desirability	1.8	1.8	1.8
Upgraded standard of teaching in schools.	Likelihood	4.7	4.0	4.3 **
	Desirability	5.7	5.5	5.6 *
Fewer student teachers finding themselves unsuited for teaching and dropping out of the program.	Likelihood	4.9	4.2	4.6 **
	Desirability	5.5	5.2	5.3
More personal bias in selecting students, due to the great difficulty in measuring personal attributes objectively.	Likelihood	4.0	4.5	4.2 *
	Desirability	2.3	2.0	2.1
Decreased rate at which teachers leave the teaching profession.	Likelihood	4.6	4.2	4.4 **
	Desirability	5.4	5.3	5.3
More teachers with a genuine desire to teach.	Likelihood	5.3	4.6	5.0 **
	Desirability	5.9	5.9	5.9

** differences among means significant at .01 level
* differences among means significant at .05 level

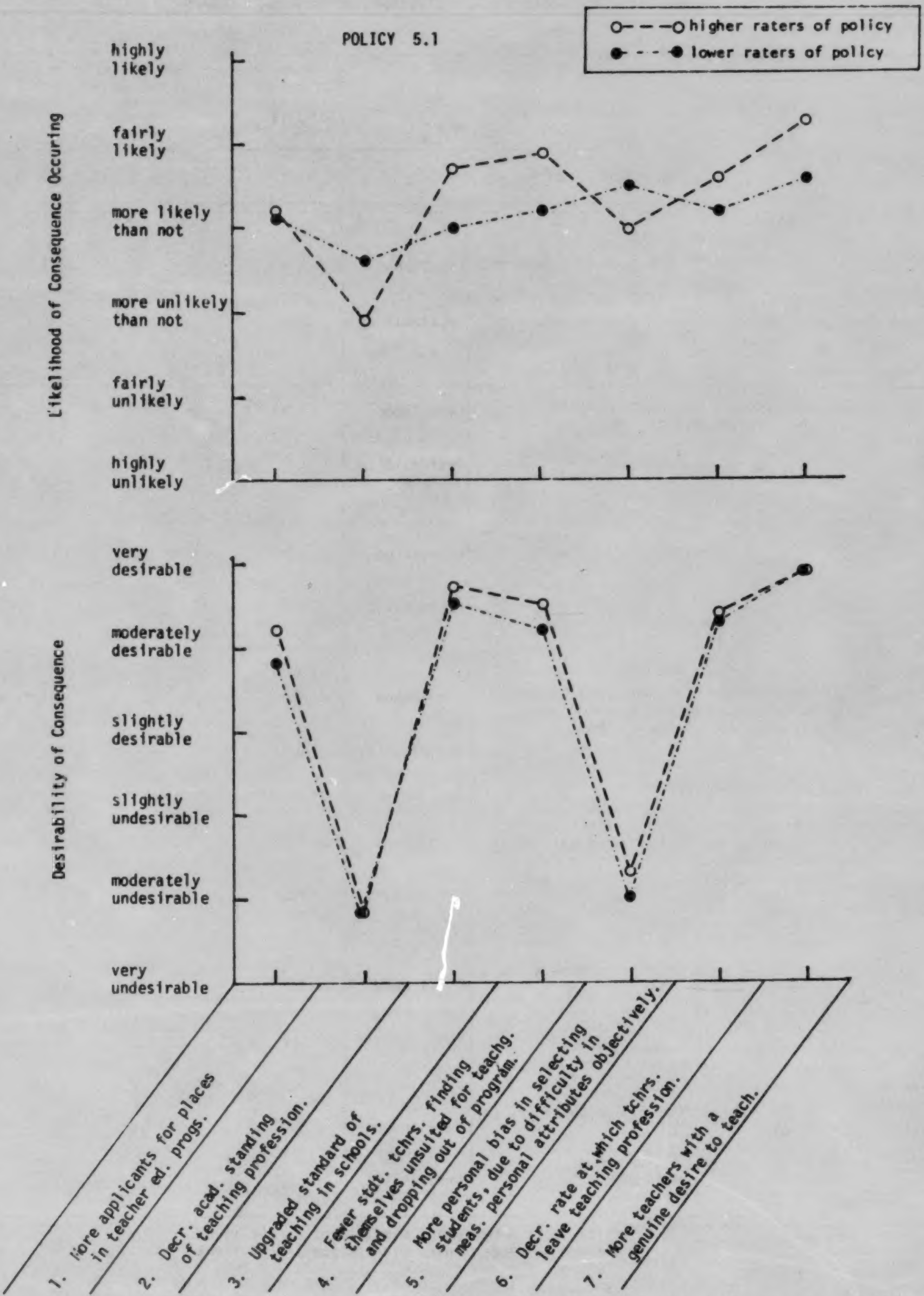

Fig. A - 5.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 5.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 5.1 Admission to a teacher education program shall be based in part on personal qualities (e.g. attitudes, motivation, experience) other than academic achievement.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.9	5.8	5.5	5.4	5.6	5.6	
Consequences								
More applicants for places in teacher education programs.	Likelihood	3.7	3.8	4.2	4.3	4.6	4.4	
	Desirability	*5.4*	*4.9*	*5.0*	*5.1*	*5.2*	*4.6*	
Decreased academic standing of the teaching profession.	Likelihood	3.1	3.1	3.0	3.4	3.1	3.6	
	Desirability	*1.1*	*1.6*	*1.5*	*1.8*	*2.3*	*3.2*	**
Upgraded standard of teaching in schools.	Likelihood	4.5	4.3	4.4	4.4	4.1	4.3	
	Desirability	*5.9*	*5.7*	*5.8*	*5.7*	*5.2*	*5.3*	**
Fewer student teachers finding themselves unsuited for teaching and dropping out of the program.	Likelihood	4.5	4.6	4.4	4.5	4.6	4.8	
	Desirability	*5.6*	*5.5*	*5.2*	*5.5*	*4.9*	*5.1*	
More personal bias in selecting students, due to the great difficulty in measuring personal attributes objectively.	Likelihood	4.2	4.0	4.4	4.5	4.0	4.4	
	Desirability	*2.2*	*1.6*	*2.2*	*2.3*	*2.3*	*3.0*	
Decreased rate at which teachers leave the teaching profession.	Likelihood	4.1	4.5	4.3	4.6	4.5	4.5	
	Desirability	*5.6*	*5.4*	*5.3*	*5.4*	*5.4*	*5.9*	
More teachers with a genuine desire to teach.	Likelihood	4.9	4.6	4.7	5.1	5.3	5.2	*
	Desirability	*6.0*	*5.8*	*5.9*	*5.8*	*6.0*	*5.8*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 5.2 In the entry requirements for teacher education programs there shall be generous provision for persons who do not possess the specified qualifications yet who are strongly motivated to teach and give promise of becoming effective teachers.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.1 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators and heads of programs rating their knowledge as extensive and parents rating theirs lowest as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) upgraded standard of teaching in schools;

(3) more teachers with a genuine desire to teach;

Moderately desirable:

(2) more applicants for places in teacher education programs;

(5) decreased rate at which teachers leave the profession;

(6) fewer student teachers finding themselves unsuited for teaching and dropping out of the program;

Moderately undesirable:

(7) more personal bias in selecting students, due to the great difficulty in measuring personal attributes objectively.

Respondents generally expected that the policy would not lead to a decrease in academic standing of the teaching profession (4), a consequence they judged to be moderately to very undesirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (148): policy rating ≥ 5 ('moderately' or 'highly desirable')
lower raters (24): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters that the desirable consequences 1, 3, 5 and 6 would occur. They were also more convinced of the desirability of consequences 1, 2 and 6. Lower raters were more inclined than higher raters to expect the undesirable outcomes 4 and 7 to occur.

Those most favourably disposed to this policy were more confident that it would allow suitable people into teaching who would otherwise have have been excluded. Those not so strongly supporting it were worried about its overall impact on the standing of the teaching profession and the possibility of its provisions being abused.

Group Differences

There were significant differences among the groups in their judgments of the consequences. Teachers, parents and student teachers were more convinced that it would produce more teachers with a genuine desire to teach. Parents and student teachers were not so strongly convinced of the desirability of upgrading the standard of teaching in schools nor so strongly convinced of the undesirability of a decrease in the academic standing of the teaching profession.

GENERAL COMMENT

This policy commanded quite strong support. Its implementation would be expected to provide for admission to teacher education of students who would be committed to teaching, more willing to remain in it and likely in the long run to improve the quality of it in schools. Implementation would actually encourage more students to apply for admission. Although respondents recognized the difficulties and risks involved in using admissions procedures open to (claims of) bias, they were willing to support the policy.

TABLE A - 5.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.2 In the entry requirements for teacher education programs there shall be generous provision for persons who do not possess the specified qualifications yet who are strongly motivated to teach and give promise of becoming effective teachers.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.1
Heads of Teacher Education Programs	4.2	4.7
Lecturers in Teacher Education Programs	3.8	5.0
Teachers	3.2	5.4
Office Bearers in Local School Parents' Organizations	2.6	5.2
Student Teachers	3.3	5.3
Overall Means (unweighted)	3.5	5.1
Significance Tests:		
F ratio	14.7	1.4
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 38
by degree of consensus among groups = 34
by degree of consensus within groups = 40

TABLE A - 5.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.2 In the entry requirements for teacher education programs there shall be generous provision for persons who do not possess the specified qualifications yet who are strongly motivated to teach and give promise of becoming effective teachers.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.5	3.3	
Consequences				
Upgraded standard of teaching in schools.	Likelihood	4.6	3.5	4.0 **
	Desirability	*5.7*	*5.4*	*5.5* *
More applicants for places in teacher education programs.	Likelihood	4.9	4.6	4.7
	Desirability	*5.2*	*4.8*	*5.0* *
More teachers with a genuine desire to teach.	Likelihood	5.2	4.4	4.8 **
	Desirability	*5.9*	*5.8*	*5.9*
Decreased academic standing of the teaching profession.	Likelihood	3.1	4.5	3.8 **
	Desirability	*1.8*	*1.7*	*1.7*
Decreased rate at which teachers leave the profession.	Likelihood	4.6	4.1	4.3 **
	Desirability	*5.4*	*5.4*	*5.4*
Fewer student teachers finding themselves unsuited for teaching and dropping out of the program.	Likelihood	4.8	3.9	4.3 **
	Desirability	*5.4*	*4.9*	*5.2* **
More personal bias in selecting students, due to the great difficulty in measuring personal at tributes objectively.	Likelihood	3.9	4.8	4.3 **
	Desirability	*2.3*	*2.0*	*2.1*

** differences among means significant at .01 level
* differences among means significant at .05 level

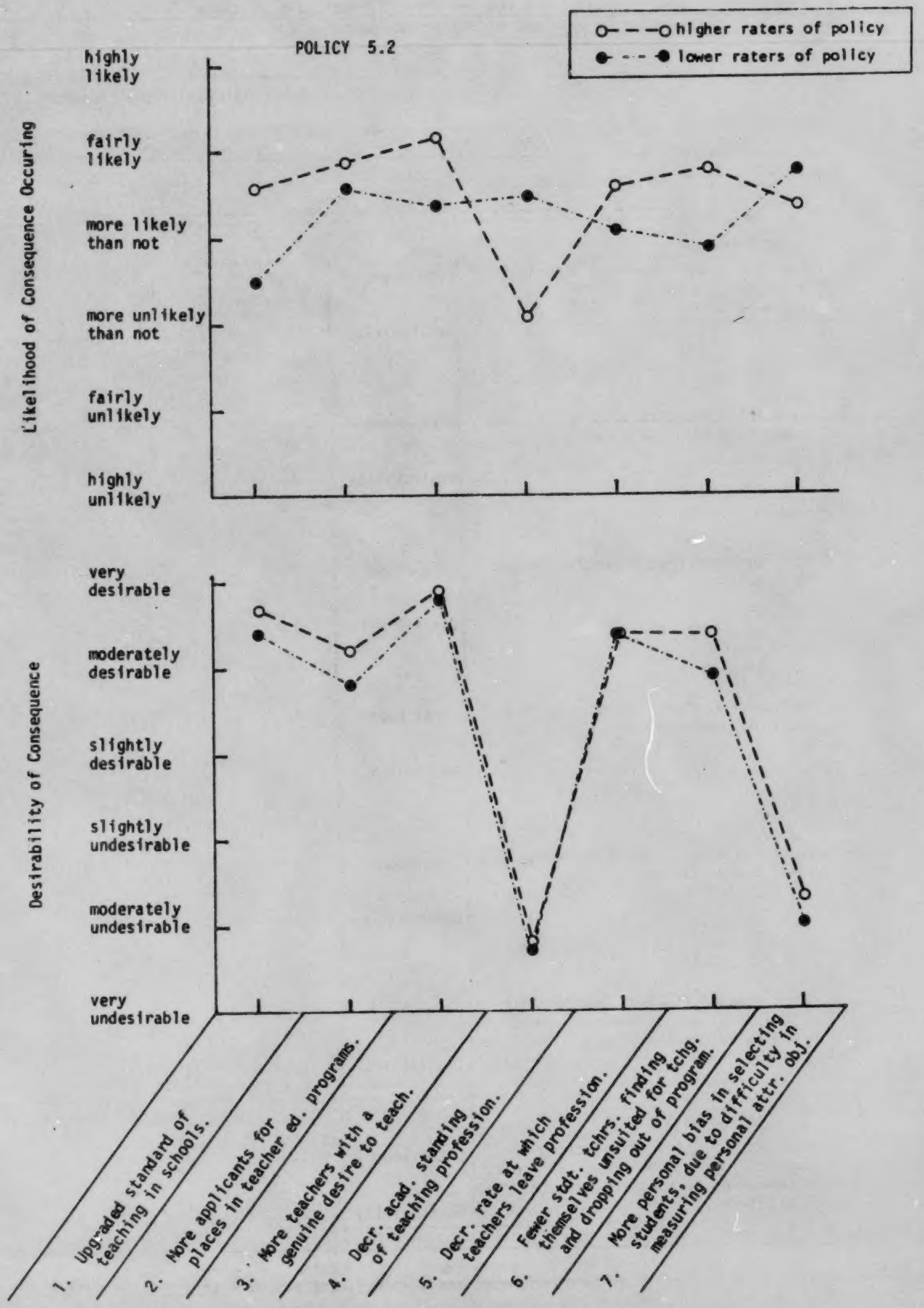

Fig. A - 5.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 5.2:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 5.2 In the entry requirements for teacher education programs there shall be generous provision for persons who do not possess the specified qualifications yet who are strongly motivated to teach and give promise of becoming effective teachers.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.1	4.7	5.0	5.4	5.2	5.3	
Consequences								
Upgraded standard of teaching in schools.	Likelihood	4.1	4.1	3.9	4.2	3.7	4.2	
	Desirability	*5.9*	*5.7*	*5.8*	*5.6*	*5.1*	*5.2*	**
More applicants for places in teacher education programs.	Likelihood	4.4	4.7	4.8	4.7	4.9	4.8	
	Desirability	*5.3*	*4.9*	*5.0*	*4.9*	*5.2*	*4.6*	
More teachers with a genuine desire to teach.	Likelihood	4.4	4.6	4.6	5.0	5.2	5.0	**
	Desirability	*6.0*	*5.9*	*5.9*	*5.8*	*5.9*	*5.6*	
Decreased academic standing of the teaching profession.	Likelihood	4.2	3.5	3.8	3.8	3.7	3.9	
	Desirability	*1.2*	*1.5.*	*1.6*	*1.8*	*2.3*	*2.2*	**
Decreased rate at which teachers leave the profession.	Likelihood	4.6	4.2	4.2	4.4	4.4	4.3	
	Desirability	*5.8*	*5.5*	*5.3*	*5.4*	*5.4*	*5.0*	
Fewer student teachers finding themselves unsuited for teaching and dropping out of the program.	Likelihood	4.4	4.3	4.2	4.5	4.4	4.3	
	Desirability	*5.5*	*5.5*	*5.1*	*5.2*	*4.8*	*5.0*	
More personal bias in selecting students, due to the great difficulty in measuring personal attributes objectively.	Likelihood	4.1	4.1	4.4	4.7	4.0	4.6	
	Desirability	*2.4*	*1.7*	*2.2*	*2.2*	*2.3*	*2.1*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 5.3 When selecting students for a teacher education program preference shall be given to those who have had a break of a year or more since completing their secondary education.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.5 (slightly to moderately desirable)

Group differences:

significant differences among respondent groups in their judgments of the desirability of this policy with parents unwilling to give it a rating of 'desirable', senior administrators, teachers and student teachers rating it 'slightly' to 'moderately desirable' and those conducting teacher education programs, heads of programs and lecturers rating it 'moderately desirable'.

Extent of Policy

Group differences:

significant differences among groups with senior administrators, heads of programs and lecturers most confident of their knowledge of the policy area rating it as extensive; and parents least confident rating their knowledge as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) more students with a genuine desire to teach;

(2) reduction in the isolation of teachers from life outside educational institutions;

(3) more mature student teachers;

Moderately desirable:

(4) lower drop-out rate from teacher education programs;

Slightly undesirable:

(6) drop-outs from other professions encouraged to enter teaching.

Respondents thought it more unlikely than not that this policy would lead to discrimination against those willing to make early commitment to a teaching career (5) or to a reduction in application to teacher education programs (7) but thought both of these would be undesirable consequences.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (100): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (68): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters of the likelihood of the desirable consequences 1,2, 3 and 4 occurring and, in the case of 1, 2 and 3, more convinced of their desirability. Higher raters also took a less negative view of consequence 6 than lower raters though sharing their view of its likelihood of occurrence.

Those most favourably disposed to this policy were more certain that it would result in more committed teachers less isolated from the rest of the working community.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy desirable and those rating it undesirable.

GENERAL COMMENT

This policy received mild support. Its implementation would be expected to lead to a teaching force more committed and less isolated from life outside classrooms because of teachers' experiences of other employment. There was some concern that those willing to make an early commitment to teaching might be discriminated against and that among later entrants would be some who were simply drop-outs from other careers.

TABLE A - 5.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.3 When selecting students for a teacher education program preference shall be given to those who have had a break of a year or more since completing their secondary education.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	4.4
Heads of Teacher Education Programs	4.2	4.9
Lecturers in Teacher Education Programs	3.6	5.1
Teachers	3.1	4.5
Office Bearers in Local School Parents' Organizations	2.2	3.6
Student Teachers	3.1	4.5
Overall Means (unweighted)	3.3	4.5
Significance Tests:		
F ratio	19.2	8.1
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 57
by degree of consensus among groups = 68=
by degree of consensus within groups = 43

TABLE A - 5.3:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.3 When selecting students for a teacher education program preference shall be given to those who have had a break of a year or more since completing their secondary education.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.5	
Consequences More student teachers with a genuine desire to teach.	Likelihood	5.1	4.3	4.7 **
	Desirability	5.8	5.6	5.7 **
Reduction in the isolation of teachers from life outside educational institutions.	Likelihood	5.2	4.5	4.8 **
	Desirability	5.8	5.3	5.5 **
More mature student teachers.	Likelihood	5.4	4.9	5.1 **
	Desirability	5.8	5.4	5.6 **
Lower drop-out rate from teacher education programs.	Likelihood	4.8	4.5	4.7 *
	Desirability	5.4	5.3	5.4
Discrimination against those who are committed to teaching early in their school career.	Likelihood	3.1	3.3	3.2
	Desirability	2.2	1.8	2.0
Drop-outs from other professions encouraged to enter teaching.	Likelihood	4.0	4.1	4.1
	Desirability	2.9	2.5	2.7 *
Fewer applicants for places in teacher education programs.	Likelihood	2.9	3.0	3.0
	Desirability	2.3	1.9	2.1

** differences among means significant at .01 level
* differences among means significant at .05 level

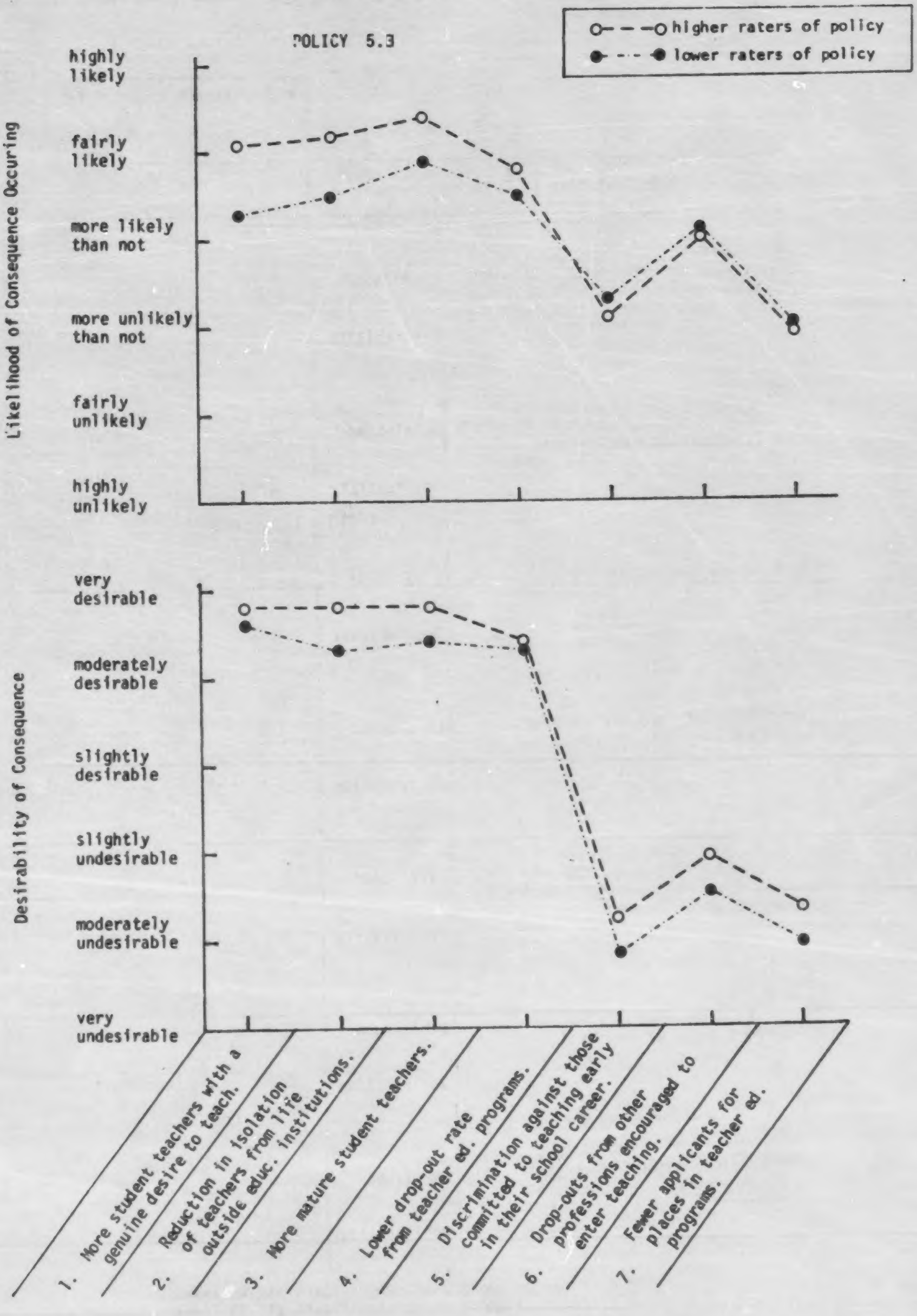

Fig. A - 5.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 5.4 The use of lower standards of entry to teacher education programs for males than for females, in order to obtain sufficient males for school staffs, shall be discontinued.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.5 (slightly to moderately desirable)

Group differences:

significant differences among the groups in their judgments of the desirability of this policy with parents and student teachers rating it moderately desirable compared with the slightly desirable rating given by the others.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with those giving the policy the stronger desirability rating claiming less knowledge of the policy area.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) upgraded standard of teaching in schools;

Moderately desirable:

(1) more sexual equality in promotional opportunities;

(3) improvement in the employment conditions of teachers, in order to attract more male applicants;

(5) increased academic standing of the teaching profession;

(6) less resentment among female teachers;

Moderately undesirable:

(7) fewer male teachers.

Respondents could see no reason to expect that this policy would reduce the numbers of high school science teachers (2), though they would think that an undesirable consequence.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (71): policy rating = 6 ('very desirable')
lower raters (94): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

There were no significant differences among higher and lower raters of the policy in their judgments of the consequences.

Group Differences

There were significant differences among the original respondent groups in their judgments of the consequences. Parent representatives and student teachers, who favoured the policy more strongly, were more confident that there would be increased academic standing for the teaching profession, though they were less strongly convinced of its desirability than were the others. They were also more convinced than most other groups that it would lead to more sexual equality in promotion.

GENERAL COMMENT

This policy commanded moderate support. Its implementation would be expected to reduce sexual inequality within the teaching service, though it is perhaps surprising that respondents should expect abandonment of a policy which admits less able males to training would remove an advantage males already have in promotion. Perhaps their expectation is based on an interpretation of the type of commitment needed to abandon the present policy. Interestingly, they were willing to endorse the policy despite a belief that it would result in fewer male teachers and a conviction that that would be undesirable.

TABLE A - 5.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.4 The use of lower standards of entry to teacher education programs for males than for females, in order to obtain sufficient males for school staffs, shall be discontinued.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.3	4.4
Heads of Teacher Education Programs	3.6	4.4
Lecturers in Teacher Education Programs	3.0	4.3
Teachers	2.7	4.3
Office Bearers in Local School Parents' Organizations	2.2	5.2
Student Teachers	2.7	5.2
Overall Means (unweighted)	3.1	4.6
Significance Tests:		
F ratio	7.8	3.3
Probability	<.001	<.008

Rank of Policy:

by overall mean desirability	=	51
by degree of consensus among groups	=	53
by degree of consensus within groups	=	72

TABLE A - 5.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.4 The use of lower standards of entry to teacher education programs for males than for females, in order to obtain sufficient males for school staffs, shall be discontinued.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	3.9	
Consequences More sexual equality in promotional opportunities.	Likelihood	4.3	4.0	4.1
	Desirability	*5.4*	*4.9*	*5.1* **
Fewer teachers qualified to teach high school science subjects.	Likelihood	3.0	3.0	3.0
	Desirability	*1.7*	*1.9*	*1.8*
Improvement in the employment conditions of teachers, in order to attract more male applicants.	Likelihood	4.3	4.2	4.2
	Desirability	*5.1*	*5.2*	*5.1*
Upgraded standard of teaching in schools.	Likelihood	4.2	3.8	4.0 *
	Desirability	*5.7*	*5.6*	*5.7*
Increased academic standing of the teaching profession.	Likelihood	4.2	3.9	4.1
	Desirability	*5.5*	*5.3*	*5.4*
Less resentment among female teachers.	Likelihood	4.7	4.0	4.3 **
	Desirability	*5.3*	*5.0*	*5.2* *
Fewer male teachers.	Likelihood	3.8	3.7	3.8
	Desirability	*1.9*	*1.9*	*1.9*

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 5.4:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 5.4 **The use of lower standards of entry to teacher education programs for males than for females, in order to obtain sufficient males for school staffs, shall be discontinued.**

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.4	4.4	4.3	4.3	5.2	5.2	
Consequences								
More sexual equality in promotional opportunities.	Likelihood	4.0	4.5	3.7	3.8	4.4	4.6	**
	Desirability	*5.8*	*5.3*	*5.1*	*4.6*	*4.9*	*5.5*	**
Fewer teachers qualified to teach high school science subjects.	Likelihood	3.0	3.3	3.0	2.5	3.4	3.1	
	Desirability	*1.7*	*1.6*	*1.5*	*2.3*	*1.7*	*2.2*	*
Improvement in the employment conditions of teachers, in order to attract more male applicants.	Likelihood	4.2	4.3	4.1	4.3	4.4	4.2	
	Desirability	*5.2*	*5.3*	*5.2*	*5.2*	*5.2*	*4.9*	
Upgraded standard of teaching in schools.	Likelihood	3.7	3.9	3.6	4.0	4.5	4.2	*
	Desirability	*6.0*	*5.8*	*5.9*	*5.7*	*5.2*	*5.5*	**
Increased academic standing of the teaching profession.	Likelihood	3.7	3.9	3.6	4.1	4.4	4.4	*
	Desirability	*5.5*	*5.8*	*5.6*	*5.3*	*5.1*	*5.1*	**
Less resentment among female teachers.	Likelihood	4.0	4.3	4.0	4.2	4.8	4.4	
	Desirability	*5.2*	*5.1*	*5.2*	*5.3*	*5.1*	*4.9*	
Fewer male teachers.	Likelihood	3.7	4.4	3.8	3.6	3.3	3.9	
	Desirability	*1.3*	*1.8*	*1.8*	*1.8*	*2.0*	*2.4*	

** differences among means significant at .01 level
 * differences among means significant at .05 level

POLICY 5.5 Aborigines shall be given special consideration and concessions, including lower entry standards, for entry to teacher education programs.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.4 (slightly to moderately desirable)

Group differences:

marginally significant differences among the respondent groups' judgments of this policy with senior administrators and heads of programs rating it moderately desirable whereas the other groups rated it only slightly desirable.

Extent and Knowledge of Policy

Group differences:

significant differences among groups with senior administrators rating their knowledge of the policy area extensive, heads of programs rating theirs moderate and the remaining groups rating this limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very Desirable:

(2) Aboriginal children staying at school longer;

(7) more Aborigines with a tertiary education;

Moderately desirable:

(3) more Aboriginal teachers for schools with relatively high enrolments of Aboriginal pupils;

(4) student teachers less intolerant of Aborigines;

Slightly undesirable:

(5) action by teachers unions to stop lowering of entry standards;

Very undesirable:

(1) discrimination against Aborigines admitted to the program, due to lower entry standards.

Respondents were uncertain whether this policy would decrease the academic standing of the teaching profession (6) but would judge such an outcome to be moderately undesirable.

Influences of Consequences on Policy Ratings:

Categorization of respondents by policy rating:

higher raters (73): policy rating ≥ ('moderately' to 'very desirable')
lower raters (83): policy rating < ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters were more convinced than lower raters of both the likelihood of occurrence and the desirability of the desirable consequences 2, 3, 4 and 7. They were less convinced of the likelihood of occurrence of the undesirable consequences 1 and 5 and, therefore, despite the fact that they would judge these consequences to be more undesirable than lower raters of the policy, were still willing to give the policy a rating of moderately or highly desirable. With consequence 6, judged by both groups to be quite undesirable, the higher policy raters doubted that would occur whereas the lower policy raters expected it.

Those most favourably disposed to the policy expected more certainly and valued more strongly the benefits they saw occurring for Aboriginal children in schools. They were less inclined to expect discrimination against Aborigines admitted to teacher education programs under the provisions of this policy either from people in the institutions or from Teachers' Unions.

Group Differences

There were significant differences among the respondent groups in their judgments of the policies. These differences occurred primarily with the negative consequences 1, 5 and 6. Heads of programs and lecturers doubted that there would be any discrimination against Aborigines in their programs but the other groups thought it more likely than not. Teachers and student teachers were less concerned about potential Union action. Teachers, parents and student teachers were concerned, but not as much as the other groups, about any possible decrease in the academic standing of the teaching profession.

GENERAL COMMENT

This policy met with moderate support. Its implementation would be expected to have some immediate personal benefits for Aborigines granted special admission to teacher education and important long term benefits for Aboriginal education. It would also be expected, in the long run, to make other Australians more tolerant of Aborigines. Respondents would be willing to risk Union action and discrimination against those admitted to the courses, and even a reduction in the academic standing of the teaching profession, all consequences they saw as undesirable,in order to obtain the benefits of this policy.

TABLE A - 5.5:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.5 Aborigines shall be given special consideration and concessions, including lower entry standards, for entry to teacher education programs.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	5.1
Heads of Teacher Education Programs	2.8	4.9
Lecturers in Teacher Education Programs	2.5	4.2
Teachers	2.3	3.9
Office Bearers in Local School Parents' Organizations	2.2	4.2
Student Teachers	2.5	3.9
Overall Means (unweighted)	2.7	4.4
Significance Tests:		
F ratio	3.5	2.3
Probability	<.005	<.05

Rank of Policy:

by overall mean desirability = 60
by degree of consensus among groups = 46
by degree of consensus within groups = 63

TABLE A - 5.5:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.5 Aborigines shall be given special consideration and concessions, including lower entry standards, for entry to teacher education programs.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.5	3.3	
Consequences				
Discrimination against Aborigines admitted to the program, due to lower entry standards.	Likelihood	3.6	4.2	3.9 **
	Desirability	*1.2*	*1.7*	*1.5* **
Aboriginal children staying at school longer.	Likelihood	4.3	3.8	4.0 **
	Desirability	*5.7*	*5.4*	*5.5* **
More Aboriginal teachers for schools with relatively high enrolments of Aboriginal pupils.	Likelihood	5.0	4.6	4.8 **
	Desirability	*5.7*	*5.1*	*5.4* **
Student teachers less intolerant of Aborigines.	Likelihood	4.5	3.7	4.1 **
	Desirability	*5.6*	*5.0*	*5.3* **
Action by teacher unions to stop lowering of entry standards.	Likelihood	4.0	4.4	4.2
	Desirability	*2.4*	*3.4*	*1.9* **
Decreased academic standing of the teaching profession.	Likelihood	2.9	3.9	3.4 **
	Desirability	*1.8*	*1.8*	*1.8*
More Aborigines with a tertiary education.	Likelihood	4.9	4.3	4.6 **
	Desirability	*5.9*	*5.4*	*5.6* **

** differences among means significant at .01 level
* differences among means significant at .05 level

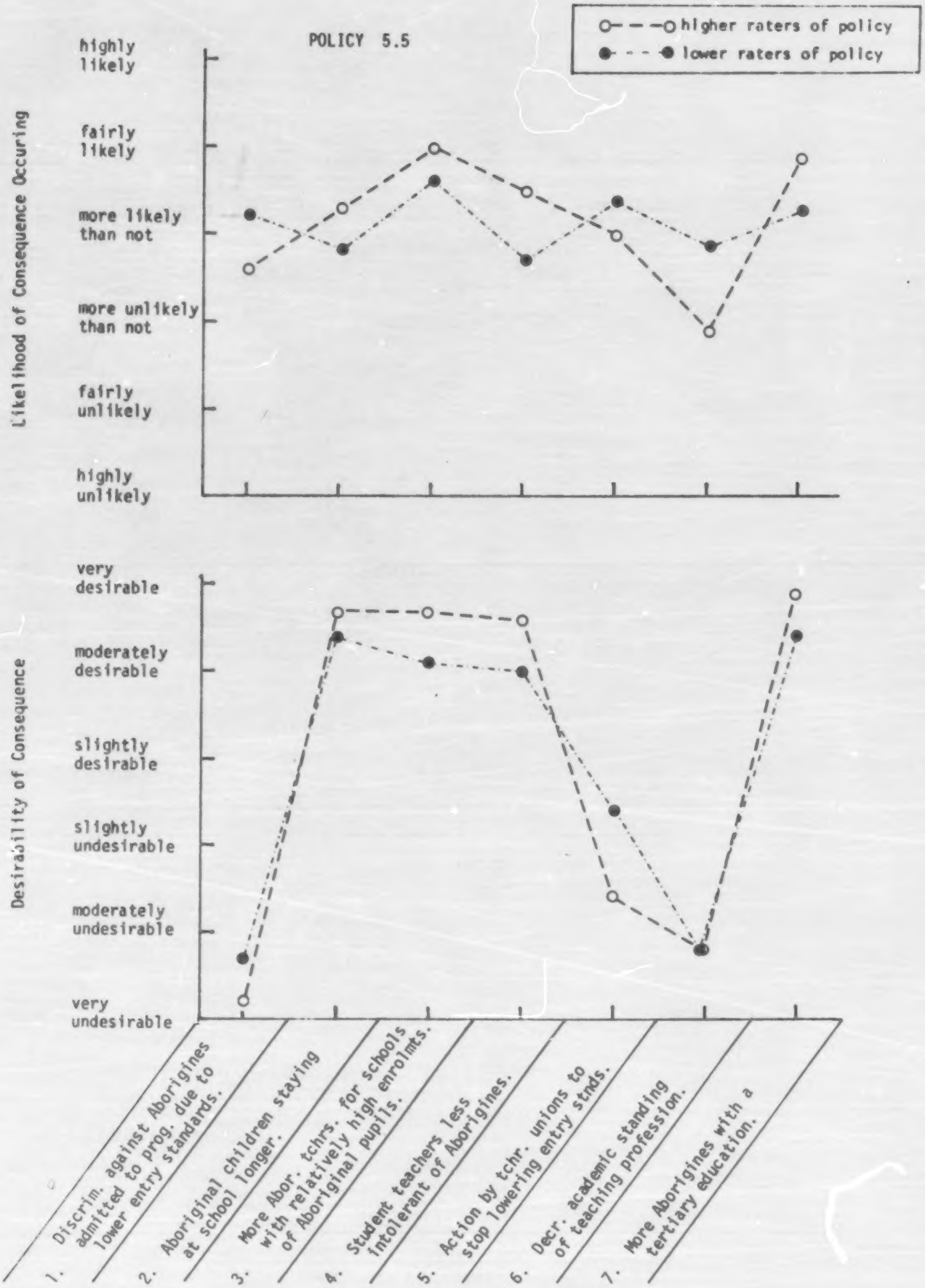

Fig. A - 5.5 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 5.5:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 5.5 Aborigines shall be given special consideration and concessions, including lower entry standards, for entry to teacher education programs.

		Admin- istra- tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.7	4.9	4.2	3.9	4.2	3.9	
Consequences								
Discrimination against Aborigines admitted to the program, due to lower entry standards.	Likelihood	4.0	3.4	3.6	3.9	4.2	4.1	*
	Desirability	*1.3*	*1.3*	*1.3*	*1.6*	*1.6*	*1.5*	
Aboriginal children staying at school longer.	Likelihood	4.5	4.1	4.0	4.1	3.5	4.3	
	Desirability	*5.9*	*5.5*	*5.6*	*5.3*	*5.2*	*5.6*	
More Aboriginal teachers for schools with relatively high enrolments of Aboriginal pupils.	Likelihood	5.1	4.7	4.7	4.8	4.7	4.9	
	Desirability	*5.6*	*5.4*	*5.5*	*5.2*	*4.9*	*5.6*	*
Student teachers less intolerant of Aborigines.	Likelihood	4.8	4.0	4.0	3.9	3.8	4.2	
	Desirability	*5.8*	*5.6*	*5.4*	*4.5*	*4.7*	*4.7*	*
Action by teacher unions to stop lowering of entry standards.	Likelihood	4.3	3.5	4.0	[illegible]	4.6	4.4	*
	Desirability	*2.7*	*2.2*	*2.9*	*3.6*	*2.5*	*3.5*	**
Decreased academic standing of the teaching profession.	Likelihood	3.3	3.2	3.3	3.5	3.5	3.6	
	Desirability	*1.2*	*1.5*	*1.4*	*1.9*	*2.3*	*2.3*	**
More Aborigines with a tertiary education.	Likelihood	4.4	4.8	4.6	4.5	4.2	4.9	
	Desirability	*5.9*	*5.6*	*5.7*	*5.6*	*5.5*	*5.5*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 5.6 Studies for qualification as a special teacher (e.g. studies in remedial teaching for the teaching of handicapped children) shall be undertaken only by qualified and experienced teachers.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.0 (moderately desirable)

Group differences:

significant differences among respondent groups in their judgments of this policy with senior administrators rating it very desirable, heads of programs, lecturers, teachers and parents rating it moderately desirable but student teachers rating it only slightly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators, heads of programs and lecturers rating their knowledge extensive while the others judged their knowledge to be only moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) special education teachers with a greater teaching effectiveness;

(5) special education teachers more familiar with the needs and interests of children;

(7) faster development of new knowledge and techniques in special education;

Moderately desirable:

(3) lower proportion of special education teachers leaving the teaching profession;

(4) more applicants for places in programs for the preparation of special education teachers;

(6) high professional status for special education;

Moderately undesirable:

(1) no provision for mature age students to undertake special education studies in pre-service teacher education programs.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (70): policy rating = 6 ('very desirable')
lower raters (90): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters of the likelihood of the desirable consequences 2, 3, 4, 5, 6 and 7 occurring and more doubtful that the undesirable consequence 1 would occur. They were also more convinced of the desirability of consequences 2, 5 and 6 and less convinced of the undesirability of consequence 1.

Those most favourably disposed to the policy were even more convinced than lower raters that it would lead to better programs of special education. While both groups recognized that the policy would also exclude mature age students from direct entry to special education the higher raters were not so convinced that this would be undesirable.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it lesser rating.

GENERAL COMMENT

This policy met with moderate support. Its implementation would be expected to enhance speical education both by improving its quality and elevating its status. Special teachers would have grounds for comparison of their children's performance with those in normal schools and be able more readily to develop new and appropriate strategies for special education.

TABLE A - 5.6:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.6 Studies for qualification as a special teacher (e.g. studies in remedial teaching or the teaching of handicapped children) shall be undertaken only by qualified and experienced teachers.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.5	5.7
Heads of Teacher Education Programs	3.9	4.7
Lecturers in Teacher Education Programs	3.5	4.8
Teachers	2.9	5.1
Office Bearers in Local School Parents' Organizations	2.5	5.3
Student Teachers	2.8	4.1
Overall Means (unweighted)	3.2	5.0
Significance Tests:		
F ratio	10.3	2.8
Probability	<.001	<.02

Rank of Policy:

by overall mean desirability	=	41
by degree of consensus among groups	=	50
by degree of consensus within groups	=	46

TABLE A - 5.6:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.6 Studies for qualification as a special teacher (e.g. studies in remedial teaching or the teaching of handicapped children) shall be undertaken only by qualified and experienced teachers.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	3.9	
Consequences No provision for mature age students to undertake special education studies in pre-service teacher education programs.	Likelihood	3.6	4.2	3.9 **
	Desirability	2.7	2.2	2.4 *
Special education teachers with a greater teaching effectiveness.	Likelihood	5.3	4.6	4.9 **
	Desirability	5.8	5.6	5.7 **
Lower proportion of special education teachers leaving the teaching profession.	Likelihood	4.8	4.4	4.6 **
	Desirability	5.4	5.1	5.3
More applicants for places in programs for the preparation of special education teachers.	Likelihood	4.3	3.9	4.1 *
	Desirability	5.3	5.0	5.1
Special education teachers more familiar with the needs and interests of children.	Likelihood	5.4	4.7	5.1 **
	Desirability	5.9	5.6	5.7 **
High professional status for special education.	Likelihood	5.1	4.6	4.9 **
	Desirability	5.4	5.1	5.2 *
Faster development of new knowledge and techniques in special education.	Likelihood	5.0	4.2	4.6 **
	Desirability	5.7	5.2	5.6

** differences among means significant at .01 level
* differences among means significant at .05 level

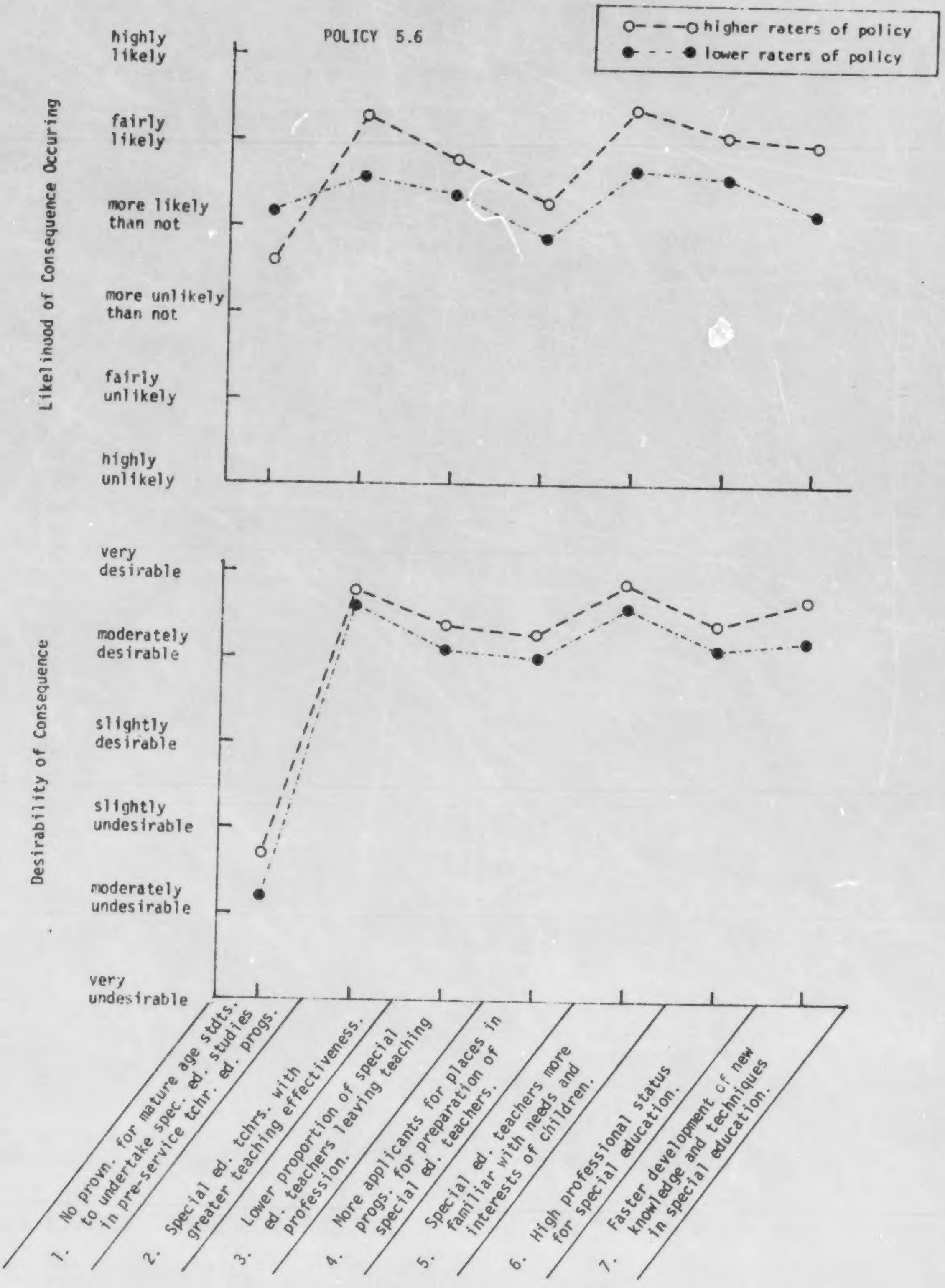

Fig. A - 5.6 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 5.7 Students shall be able to transfer freely from one teacher education institution to another throughout Australia.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.0 (slightly desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and heads of programs confident that their knowledge of the policy area was extensive and parents suspecting theirs was only limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) increased exposure to different approaches to education;

(3) more students structuring overall program to suit their interests;

(4) content of teacher education programs related more closely to student interests;

Slightly desirable:

(6) lower drop-out rate among student teachers;

(7) less emphasis in teacher education programs on preparing students for implementation of curricula specific to a particular school system.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (112): policy rating ≥ 5 ('moderately' to 'very desirable')
lower raters (44): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 4 and 6, would occur and more certain of their desirability. They were also more convinced of the desirability of consequences 1, 3 and 7 but, in the case of 1, actually less confident of its occurrence than were the lower raters. There was no disagreement about the undesirable consequences.

Those most favourably disposed to this policy were more confident that it would lead to more individualized programs of study for student teachers and fewer drop-outs. They were also more convinced of the value of teacher education programs being less clearly tied to the requirements of a particular education system.

Group Differences

There were significant differences among the groups in their judgments of the consequences of this policy though there were no differences in their judgments of the policy itself. The differences in their views of the consequences appear to counterbalance one another. Senior administrators, for example, were less convinced that desirable consequence 3 would occur and more convinced that undesirable consequence 5 would but also more convinced that desirable consequence 7 would occur.

GENERAL COMMENT

This policy gained slight support. There was real concern that its implementation would lead to fewer places for local sutdents and to decreased integration within the programs of students who did transfer between institutions. The fact that the policy did gain support overall suggests a willingness among many to accept these losses in order to obtain the benefits of more diverse and individualized programs for student teachers tied less closely to the requirements of a particular educational system.

TABLE A - 5.7:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 5.7 Students shall be able to transfer freely from one teacher education institution to another throughout Australia.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.6	4.2
Heads of Teacher Education Programs	3.8	4.5
Lecturers in Teacher Education Programs	3.0	5.0
Teachers	2.6	5.0
Office Bearers in Local School Parents' Organizations	2.4	4.9
Student Teachers	2.8	5.1
Overall Means (unweighted)	3.0	4.0
Significance Tests:		
F ratio	10.6	2.0
Probability	<.001	>.08

Rank of Policy:

by overall mean desirability = 71
by degree of consensus among groups = 42
by degree of consensus within groups = 35

TABLE A - 5.7:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 5.7 Students shall be able to transfer freely from one teacher education institution to another throughout Australia.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.8	
Consequences Increased exposure to different approaches to education.	Likelihood	4.1	4.6	4.7 *
	Desirability	*5.3*	*4.7*	*5.0* **
Fewer places for local students in popular teacher education programs.	Likelihood	3.8	4.1	3.9
	Desirability	*2.4*	*2.4*	*2.4*
More students structuring overall program to suit their interests.	Likelihood	4.4	4.1	4.2
	Desirability	*4.9*	*4.3*	*4.6* **
Content of teacher education programs related more closely to student interests.	Likelihood	4.2	3.9	4.1 *
	Desirability	*5.0*	*4.6*	*4.8* **
Decreased integration of teacher education experiences for students who transfer between institutions.	Likelihood	3,8	4.1	3.9
	Desirability	*2.2*	*2.1*	*2.1*
Lower drop-out rate among student teachers.	Likelihood	4.0	3.5	3.7 **
	Desirability	*4.7*	*4.0*	*4.3* *
Less emphasis in teacher education programs on preparing students for implementation of curricula specific to a particular school system.	Likelihood	4.5	4.6	4.5
	Desirability	*4.6*	*3.7*	*4.2* **

** differences among means significant at .01 level
* differences among means significant at .05 level

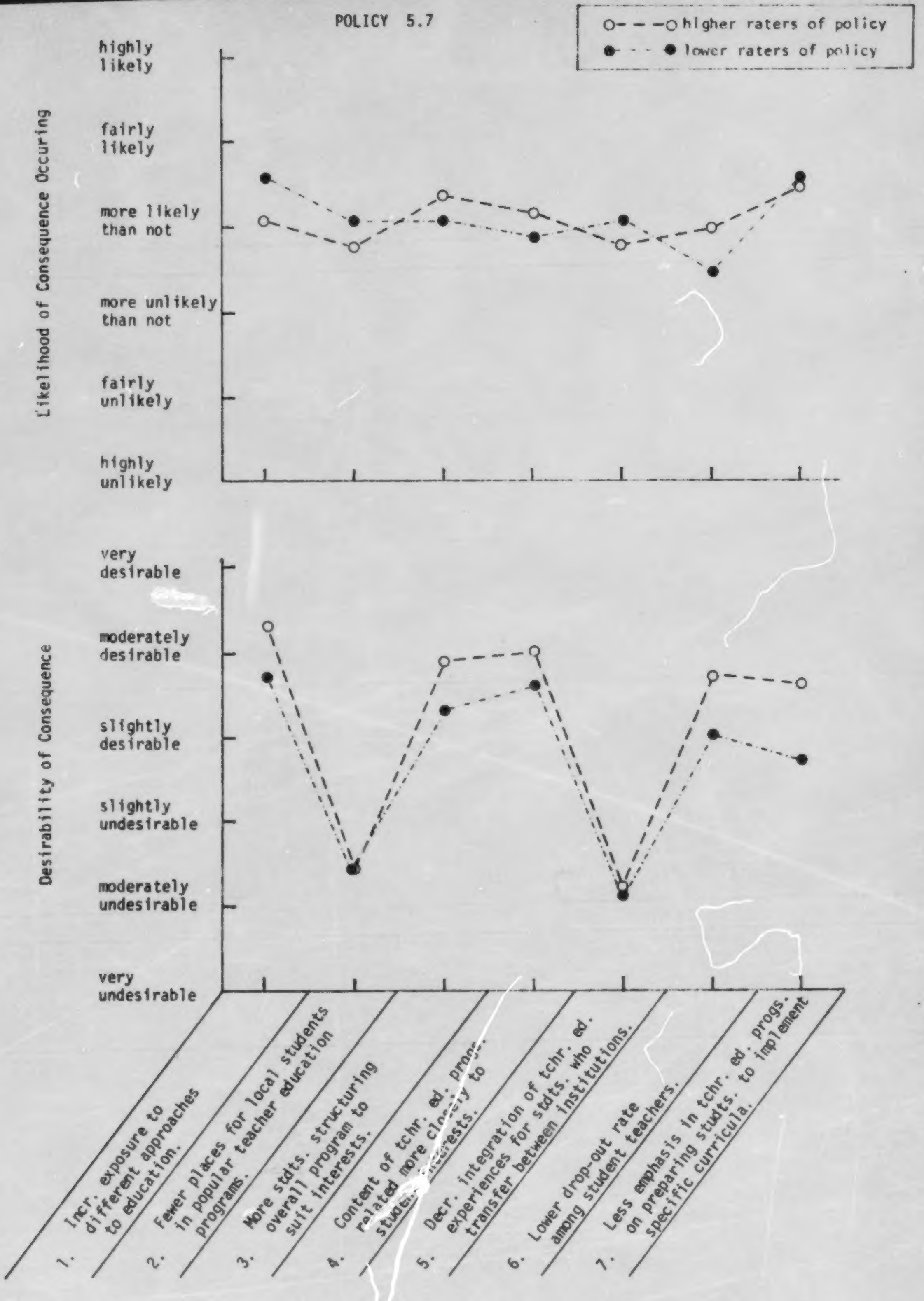

Fig. A - 5.7 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 5.7:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 5.7 Students shall be able to transfer freely from one teacher education institution to another throughout Australia.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.2	4.5	5.0	5.0	4.9	5.1	
Consequences								
Increased exposure to different approaches to education.	Likelihood	4.3	4.6	4.8	5.2	4.7	4.7	
	Desirability	5.3	5.0	5.1	4.8	4.6	5.1	
Fewer places for local students in popular teacher education programs.	Likelihood	4.0	3.9	3.9	4.0	3.8	4.2	
	Desirability	2.1	2.8	2.7	1.8	2.7	2.3	*
More students structuring overall program to suit their interests.	Likelihood	3.7	4.0	4.2	4.7	4.3	4.4	*
	Desirability	4.6	4.8	4.8	4.5	4.1	4.7	
Content of teacher education programs related more closely to student interests.	Likelihood	3.5	3.8	4.2	4.4	4.4	4.0	*
	Desirability	4.8	4.9	4.8	4.9	4.6	4.8	
Decreased integration of teacher education experiences for students who transfer between institutions.	Likelihood	4.6	4.7	4.0	3.3	3.9	4.0	**
	Desirability	1.5	1.6	2.1	2.2	3.0	2.3	**
Lower drop-out rate among student teachers.	Likelihood	3.2	3.4	3.7	4.4	4.1	3.6	**
	Desirability	4.2	4.3	4.4	4.6	4.5	4.0	
Less emphasis in teacher education programs on preparing students for implementation of curricula specific to a particular school system.	Likelihood	5.0	4.6	4.5	4.8	4.0	4.3	*
	Desirability	4.2	4.7	4.4	4.9	3.8	4.0	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 6.1 The Australian Government shall initiate a system whereby common registration of teachers and recognition of qualifications (including overseas qualifications) can be established for all the States and Territories of Australia.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.8 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators and heads of programs rating their knowledge of the policy area as extensive and the other groups rating theirs as limited to moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) upgraded standard of teacher education programs;

Moderately desirable:

(3) more attractive teaching conditions as teacher employers compete for teachers on the open market;

(6) increased mobility of teachers between school systems;

Slightly desirable:

(2) more teachers in non-government schools prepared in government teacher education institutions.

Respondents thought it would be very undesirable if the minimum requirements were set below those presently provided by Government teacher education institutions (5), if it became difficult to upgrade qualifications above the minimum (4) or if teacher education institutions lost their autonomy (7), but none of these consequences was considered likely to occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (116): policy rating = 6 ('very desirable')
lower raters (26): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

> Higher raters of the policy were more convinced than lower raters that desirable consequence 2 would occur and even more doubtful that the potentially undesirable consequences 4 and 5 would occur. They were also more convinced of the desirability of consequence 6.
>
> Those most favourably disposed to the policy were more inclined to expect non-government school teachers to be prepared in government teacher education institutions and more inclined to doubt the possibility of any minimum level being set below that presently provided by Government teacher education institutions, or there being any difficulty in upgrading qualifications above the minimum. They were also more convinced of the desirability of increased mobility between school systems.

Group Differences

There were significant differences among the groups in their judgments of the consequences. Parents and student teachers were less convinced of the desirability of creating more attractive working conditions for teachers employed on an open market (3). They were also slightly less inclined to worry about loss of autonomy for teacher education institutions (7) a consequence which those working in teacher education institutions as heads of programs and lecturers were less inclined than others to expect, anyway. There were also some differences in judgments of the unlikely consequences 4 and 5.

GENERAL COMMENT

This policy was strongly supported with only 26 respondents using other than the response 'very desirable'. Its implementation would be expected to lead in general to better teacher education programs, to more mobility between education systems and to better working conditions for teachers.

TABLE A - 6.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 6.1 The Australian Government shall initiate a system whereby common registration of teachers and recognition of qualifications (including overseas qualifications) can be established for all the States and Territories of Australia.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.8
Heads of Teacher Education Programs	3.8	5.8
Lecturers in Teacher Education Programs	3.0	5.8
Teachers	3.0	5.9
Office Bearers in Local School Parents' Organizations	2.5	5.7
Student Teachers	2.5	5.7
Overall Means (unweighted)	3.2	5.8
Significance Tests:		
F ratio	13.9	0.5
Probability	<.001	>.7

Rank of Policy:

by overall mean desirability = 6
by degree of consensus among groups = 5
by degree of consensus within groups = 7

TABLE A - 6.1:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 6.1 The Australian Government shall initiate a system whereby common registration of teachers and recognition of qualifications (including overseas qualifications) can be established for all the States and Territories of Australia.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.[illegible]	
Consequences				
Upgraded standard of teacher education programs.	Likelihood	4.6	4.1	4.3
	Desirability	5.7	5.6	5.7
More teachers in non-government schools prepared in government teacher education institutions.	Likelihood	4.3	3.9	4.1 *
	Desirability	4.3	4.2	4.3
More attractive teaching conditions as teacher employers compete for teachers on the open market.	Likelihood	4.6	4.4	4.5
	Desirability	5.0	4.7	4.8
Difficulty in upgrading teacher education programs beyond the standard required for registration.	Likelihood	3.2	3.8	3.5 *
	Desirability	1.8	1.9	1.9
The minimal level of qualification required for registration set below that presently obtained in government teacher education institutions.	Likelihood	2.4	2.9	2.7 *
	Desirability	1.7	1.5	1.6
Increased mobility of teachers between school systems.	Likelihood	4.9	4.8	4.8
	Desirability	5.3	4.7	5.0 **
Loss of autonomy for teacher education institutions.	Likelihood	2.9	3.1	3.0
	Desirability	2.0	1.7	1.8

** differences among means significant at .01 level
* differences among means significant at .05 level

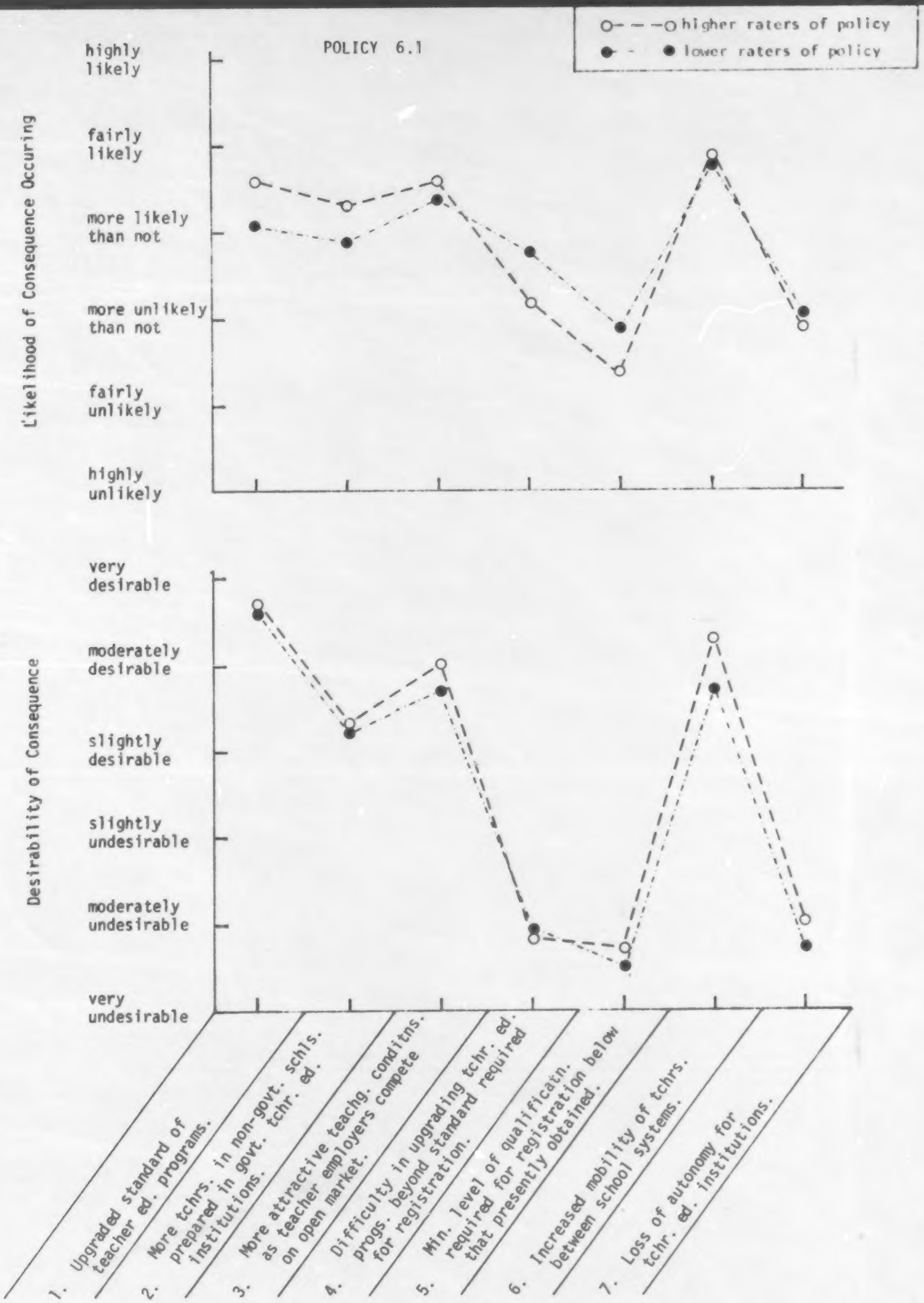

Fig. A - 6.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 6.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 6.1 The Australian Government shall initiate a system whereby common registration of teachers and recognition of qualifications (including overseas qualifications) can be established for all the States and Territories of Australia.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.8	5.8	5.8	5.9	5.7	5.7	
Consequences								
Upgraded standard of teacher education programs.	Likelihood	4.3	4.5	4.3	4.5	4.3	4.3	
	Desirability	5.9	5.9	5.6	5.7	5.4	5.6	
More teachers in non-government schools prepared in government teacher education institutions.	Likelihood	4.2	3.5	4.2	4.2	4.0	4.3	
	Desirability	3.8	4.3	4.5	4.3	4.2	4.4	
More attractive teaching conditions as teacher employers compete for teachers on the open market.	Likelihood	4.2	4.5	4.4	4.8	4.7	4.4	
	Desirability	5.2	5.1	5.1	4.9	4.5	4.3	**
Difficulty in upgrading teacher education programs beyond the standard required for registration.	Likelihood	2.9	3.5	3.4	3.9	3.7	3.6	
	Desirability	1.3	1.8	1.6	2.0	2.6	2.0	**
The minimal level of qualification required for registration set below that presently obtained in government teacher education institutions.	Likelihood	2.3	2.2	2.7	2.7	2.9	3.1	*
	Desirability	1.0	1.5	1.5	1.7	2.2	1.8	
Increased mobility of teachers between school systems.	Likelihood	4.8	4.8	4.7	5.0	4.5	5.1	
	Desirability	5.1	4.9	5.1	5.1	4.7	5.1	
Loss of autonomy for teacher education institutions.	Likelihood	3.2	2.0	2.7	3.2	3.3	3.5	**
	Desirability	1.3	1.5	1.3	1.9	2.4	2.5	**

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 6.2 Teachers trained in accredited non-government teacher education institutions shall be fully recognized within the various government systems and vice-versa.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.5 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators rating their knowledge of the policy area as extensive and parents and student teachers at the other end rating theirs as limited to moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(2) increased mobility of teachers between school systems;

(3) more teachers in non-government schools prepared in government teacher education institutions;

(4) upgraded standard of teacher education programs in non-government institutions;

(5) greater similarity of employment conditions in government and non-government school systems;

(6) equivalent status for teachers in government and non-government school systems;

(7) higher standard of teaching in non-government schools.

Respondents were not convinced that the policy would produce more uniformity among teacher education programs throughout Australia (1), a consequence about which they had neutral feelings.

Influences of Consequences on Policy Ratings

Cagegorization of respondents by policy rating:

higher raters (97): policy rating = 6 ('very desirable')
lower raters (53): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

> There was no significant differences between higher and lower raters of the policy in their judgments of the consequences of its implementation.

Group Differences

There were significant differences among the respondent groups' judgments of the consequences. Heads of programs doubted that it would increase uniformity among Australian teacher education programs while the others considered this a distinct possibility, particularly parents, teachers and student teachers. These latter groups also saw such an increase to be desirable while the providing groups saw it as undesirable.

GENERAL COMMENT

This policy was strongly endorsed by respondents. Its implementation would be expected to improve non-government teacher education and schooling and to increase mobility between school systems.

TABLE A - 6.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 6.2 Teachers trained in accredited non-government teacher education institutions shall be fully recognized within the various government systems and vice versa.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	6.0
Heads of Teacher Education Programs	3.4	5.4
Lecturers in Teacher Education Programs	2.9	5.6
Teachers	2.9	5.6
Office Bearers in Local School Parents' Organizations	2.5	5.1
Student Teachers	2.6	5.2
Overall Means (unweighted)	3. 1	5. 5
Significance Tests:		
F ratio	8.8	1.9
Probability	<.001	>.1

Rank of Policy:

by overall mean desirability = 21=
by degree of consensus among groups = 40
by degree of consensus within groups = 33

TABLE A - 6.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 6.2 Teachers trained in accredited non-government teacher education institutions shall be fully recognized within the various government systems and vice versa.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences				
Increased uniformity among teacher education programs throughout Australia.	Likelihood	4.3	4.2	4.2
	Desirability	*3.5*	*3.5*	*3.5*
Increased mobility of teachers between school systems.	Likelihood	5.1	4.7	4.9
	Desirability	*5.4*	*5.0*	*5.2*
More teachers in non-government schools prepared in government teacher education institutions.	Likelihood	4.5	4.2	4.4
	Desirability	*4.6*	*4.5*	*4.5*
Upgraded standard of teacher education programs in non-government institutions.	Likelihood	4.7	4.3	4.5
	Desirability	*5.4*	*5.2*	*5.3*
Greater similarity of employment conditions in government and non-government school systems.	Likelihood	4.8	4.5	4.7
	Desirability	*5.3*	*4.8*	*5.1*
Equivalent status for teachers in government and non-government school systems.	Likelihood	5.0	4.6	4.8
	Desirability	*5.5*	*5.0*	*5.3*
Higher standard of teaching in non-government schools.	Likelihood	4.6	4.4	4.5
	Desirability	*5.5*	*5.1*	*5.3*

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 6.2:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 6.2 **Teachers trained in accredited non-government teacher education institutions shall be fully recognized within the various government systems and vice versa.**

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		6.0	5.4	5.6	5.6	5.1	5.2	
Consequences								
Increased uniformity among teacher education programs throughout Australia.	Likelihood	4.0	3.3	4.1	4.7	4.8	4.4	**
	Desirability	*1.9*	*2.3*	*2.1*	*5.2*	*5.3*	*4.2*	**
Increased mobility of teachers between school systems.	Likelihood	4.8	5.0	5.0	5.1	4.8	4.9	
	Desirability	*5.3.*	*5.2*	*5.3*	*5.4*	*5.1*	*5.2*	
More teachers in non-government schools prepared in government teacher education institutions.	Likelihood	4.5	4.0	4.6	4.5	4.5	4.3	
	Desirability	*3.9*	*4.6*	*4.8*	*4.5*	*5.4*	*4.5*	
Upgraded standard of teacher education programs in non-government institutions.	Likelihood	4.4	4.4	4.7	4.8	4.4	4.4	
	Desirability	*5.5*	*5.6*	*5.4*	*5.3*	*5.2*	*5.3*	
Greater similarity of employment conditions in government and non-government school systems.	Likelihood	4.4	4.9	4.6	4.9	4.7	4.8	
	Desirability	*5.1*	*5.1*	*5.1*	*5.3*	*5.3*	*5.1*	
Equivalent status for teachers in government and non-government school systems.	Likelihood	5.0	5.2	4.8	4.9	4.6	5.0	
	Desirability	*5.8*	*5.5*	*5.3*	*5.3*	*5.3*	*5.3*	
Higher standard of teaching in non-government schools.	Likelihood	4.5	4.5	4.5	4.5	4.6	4.5	
	Desirability	*5.8*	*5.5*	*5.6*	*5.1*	*5.1*	*5.3*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 6.3 Registration as a teacher shall be dependent upon a successful internship as judged by the school and the teacher education institution.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.8 (moderately desirable)

Group differences:

significant differences among the respondent groups' judgments of this policy with teachers and student teachers rating it only slightly desirable whereas the other groups judged it to be moderately to highly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with heads of programs and lecturers rating their knowledge of the policy area as extensive, senior administrators, teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) increased communication between teacher education institutions and schools;

(3) upgraded standard of teacher education programs;

(7) upgraded standard of teaching in schools;

Moderately desirable:

(4) increased support and assistance from the teacher education institution for the teacher in his first year of teaching;

(5) increased status of teaching as a profession;

(6) increased role for teachers in setting the requirements for admission to the teaching profession;

Moderately undesirable:

(1) increased opportunity for personal bias to influence registration as a teacher.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (55): policy rating = 6 ('very desirable')
lower raters (106): policy rating 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters that desirable consequences 3, 5, 6 and 7 would occur and, in the case of consequence 6, also more convinced of its desirablity. They were also more convinced of the desirability of consequences 2 and 4. In the case of the undesirable consequence 1, the higher raters actually doubted that it would occur and further did not rate it quite as negatively as did those who rated the policy more lowly.

Those most favourably disposed to the policy were more inclined to expect as desirable outcomes improvements in teacher education and teaching and more involvement of practising teachers in teacher education and more inclined to value closer contact between teacher education institutions and schools. They were also more inclined to discount the possibility of personal bias in assessment for registration if the judgment of performance were partly in the hands of the school.

Group Differences

There were significant differences among the groups in their judgments of consequences. Teachers and student teachers thought it likely that there would be an undesirable opportunity for personal bias to influence registration (1) whereas the other groups thought this unlikely. It was the teachers and student teachers who were less inclined to support the policy!

Teachers and parents were less confident that teacher education instititutions. would give more support to students in their first year of appointment (4). Those involved in teacher education programs and teachers were more convinced of the desirability of increasing the status of the teaching profession (5) but teachers did not share their colleagues conviction about the desirability of upgrading the standard of teacher education (3).

GENERAL COMMENT

This policy gained moderate support. Its implementation would be expected to improve both teacher education and teaching and to facilitate the development of a closer relationship between schools and teacher education institutions. Despite these advantages teachers and student teachers were not as inclined as others to endorse the policy. Their concern was that it would increase the opportunity for personal bias in the assessment of the internship. Presumably teachers were not expressing doubt about their own capacity to be unbiased but the capacity of whoever in the school they expected would be responsible for the assessment - probably the principal.

TABLE A - 6.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 6.3 Registration as a teacher shall be dependent upon a successful internship as judged by the school and the teacher education institution.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.0	5.5
Heads of Teacher Education Programs	4.1	5.2
Lecturers in Teacher Education Programs	3.6	5.1
Teachers	3.1	4.1
Office Bearers in Local School Parents' Organizations	2.3	5.3
Student Teachers	2.9	4.0
Overall Means (unweighted)	3.2	4.8
Significance Tests:		
F ratio	15.9	7.0
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 42=
by degree of consensus among groups = 68=
by degree of consensus within groups = 54

TABLE A - 6.3:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 6.3 Registration as a teacher shall be dependent upon a successful internship as judged by the school and the teacher education institution.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.1	
Consequences				
Increased opportunity for personal bias to influence registration as a teacher.	Likelihood	3.2	3.9	3.6 **
	Desirability	1.9	1.4	1.7 *
Increased communication between teacher education institutions and schools.	Likelihood	4.9	4.7	4.8
	Desirability	5.7	5.3	5.5 *
Upgraded standard of teacher education programs.	Likelihood	4.8	4.2	4.5 **
	Desirability	5.6	5.5	5.5
Increased support and assistance from the teacher education institution for the teacher in his first year of teaching.	Likelihood	4.9	4.6	4.8
	Desirability	5.6	5.2	5.4 **
Increased status of teaching as a profession.	Likelihood	4.9	4.2	4.5 **
	Desirability	5.5	5.4	5.4
Increased role for teachers in setting the requirements for admission to the teaching profession.	Likelihood	4.7	4.3	4.5 *
	Desirability	5.0	4.4	4.7 **
Upgraded standard of teaching in schools.	Likelihood	5.0	4.4	4.7 **
	Desirability	5.8	5.8	5.8

** differences among means significant at .01 level
* differences among means significant at .05 level

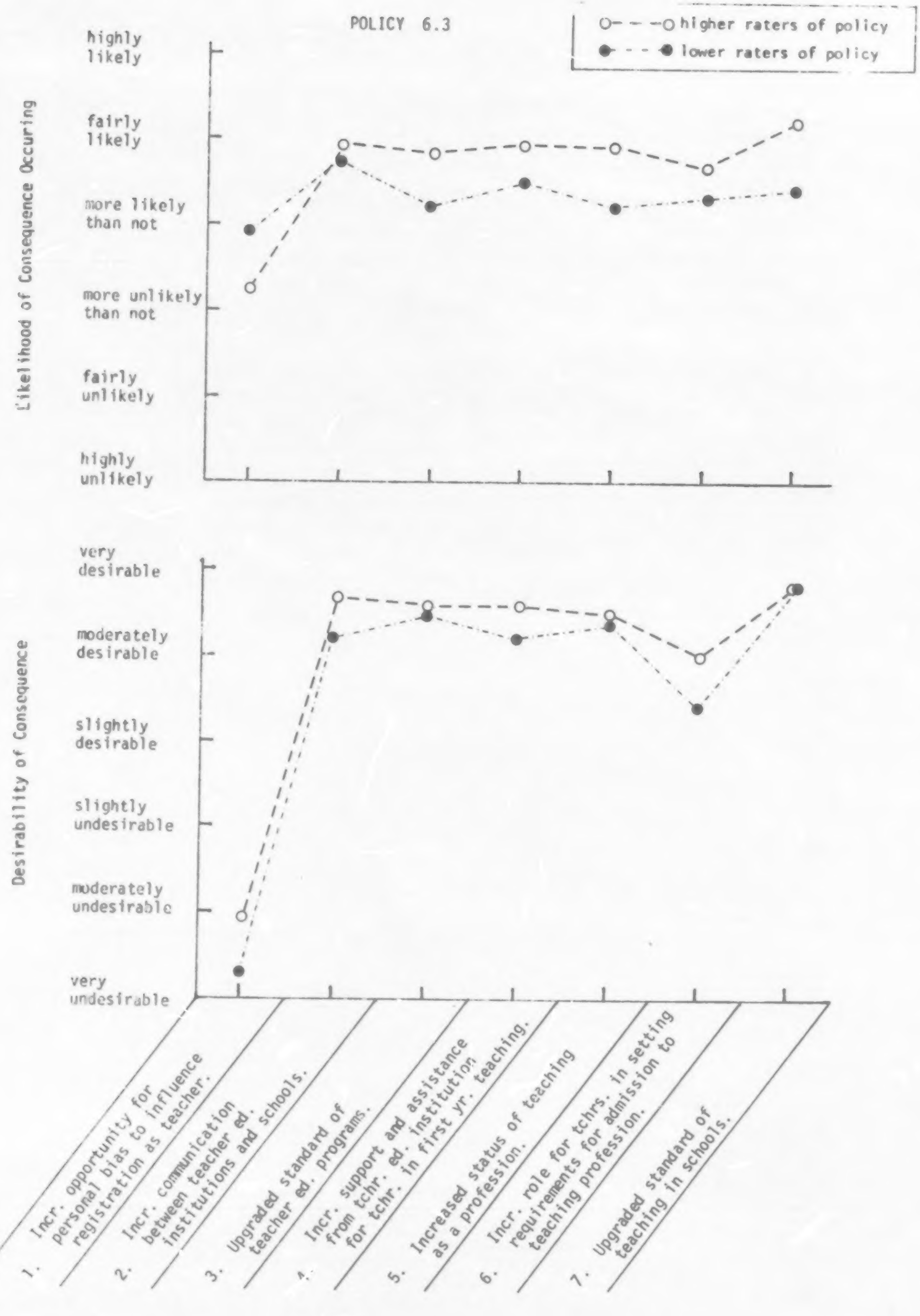

Fig. A - 6.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 6.3:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 6.3 **Registration as a teacher shall be dependent upon a successful internship as judged by the school and the teacher education institution.**

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.5	5.2	5.1	4.1	5.3	4.0	
Consequences								
Increased opportunity for personal bias to influence registration as a teacher.	Likelihood	3.1	3.0	3.4	4.3	3.4	4.2	**
	Desirability	*1.9*	*1.3*	*1.9*	*1.5*	*1.6*	*1.9*	
Increased communication between teacher education institutions and schools.	Likelihood	4.6	5.1	5.0	5.0	4.7	4.7	
	Desirability	*5.6*	*5.7*	*5.7*	*5.4*	*5.4*	*5.0*	**
Upgraded standard of teacher education programs.	Likelihood	4.3	4.5	4.7	4.4	4.5	4.6	
	Desirability	*5.2*	*6.0*	*5.8*	*4.3*	*5.5*	*5.3*	**
Increased support and assistance from the teacher education institution for the teacher in his first year of teaching.	Likelihood	4.8	4.9	5.1	4.6	4.4	4.8	*
	Desirability	*5.5*	*5.3*	*5.6*	*5.5*	*5.5*	*5.3*	
Increased status of teaching as a profession.	Likelihood	4.6	4.5	4.6	4.4	4.4	4.6	
	Desirability	*5.0*	*5.9*	*5.7*	*5.6*	*5.3*	*5.2*	*
Increased role for teachers in setting the requirements for admission to the teaching profession.	Likelihood	4.2	4.5	4.6	4.4	4.2	4.9	
	Desirability	*4.7*	*4.8*	*5.0*	*4.6*	*4.3*	*4.8*	
Upgraded standard of teaching in schools.	Likelihood	4.9	4.7	4.7	4.5	4.5	4.8	
	Desirability	*5.8*	*6.0*	*5.9*	*5.7*	*5.8*	*5.7*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 7.1 There shall be integrated planning of pre-service and in-service programs of teacher education.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.7 (moderately to very desirable)

Group differences:

significant differences among groups' judgments of the policy with heads of programs, lecturers and teachers rating it very desirable and the other groups rating it only slightly less so.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with parents rating their knowledge of the policy area as limited, teachers and student teachers rating theirs as moderate and the academic and administrative groups rating their as extensive.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) greater effectiveness in schools;

(3) increased provision of in-service teacher education programs;

(4) continuity in the education and training of teachers;

Moderately desirable:

(5) more economic use of the resources available for teacher education;

(7) more special education teachers (e.g. remedial teachers) prepared in in-service, rather than pre-service programs.

Respondents doubted that the policy would cause a loss of autonomy for teacher education institutions (1) or that it would lead to the exclusion of theoretical studies in Education from pre-service courses (6) but judged each of these to be potentially undesirable consequences.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (115): policy rating = 6 ('very desirable')
lower raters (38): policy rating 6 (any response less than 'very desirable')

Differences between higher and lower rarers:

Higher raters of the policy were more certain than the lower raters that desirable consequences 2, 3, 4, 5 and 7 would occur and, in the cases of 2, 3 and 4, also more convinced of their desirability.

Those most favourably disposed to the policy were more convinced thatit would provide an economic integration of pre-service and in-service teacher education and raise the quality of teaching in schools.

Group Differences

There were significant differences among the groups in their judgments of the consequences. These differences occurred primarily with the two undesirable outcomes,1 and 6. The academic and administrative groups were more certain that neither would occur than were the teachers, student teachers and parents. In both cases, the former groups were also more convinced of the undesirability of the consequence, but the confidence that they would not occur, together with their greater conviction about the desirability of consequence 3, provided the grounds for their higher rating of the policy.

GENERAL COMMENT

This policy was strongly supported. Its implementation would be expected to bring only advantages. Respondents were reasonably confident that the potential disadvantages would not occur. Differences of opinion occurred only in respect of how great the advantages would be and how likely they would be to occur. Even those with least confidence about these matters were confident enough to endorse the policy firmly.

TABLE A - 7.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.1 There shall be integrated planning of pre-service and in-service programs of teacher education.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	5.6
Heads of Teacher Education Programs	3.6	5.9
Lecturers in Teacher Education Programs	3.5	5.9
Teachers	3.1	5.8
Office Bearers in Local School Parents' Organizations	2.1	5.5
Student Teachers	2.8	5.5
Overall Means (unweighted)	3.1	5.7
Significance Tests:		
F ratio	18.3	4.8
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 11=
by degree of consensus among groups = 65
by degree of consensus within groups = 5

TABLE A - 7.1:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 7.1 There shall be integrated planning of pre-service and in-service programs of teacher education.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.8	
Consequences				
Loss of autonomy for teacher education institutions.	Likelihood	2.9	3.2	3.0
	Desirability	2.7	2.4	2.6
Greater teacher effectiveness in schools.	Likelihood	5.0	4.2	4.6 **
	Desirability	5.8	5.4	5.6 **
Increased provision of in-service teacher education programs.	Likelihood	5.0	4.5	4.7 **
	Desirability	5.6	5.4	5.5 *
Continuity in the education and training of teachers	Likelihood	4.2	4.7	5.0 **
	Desirability	5.7	5.4	5.6 **
More economic use of the resources available for teacher education.	Likelihood	4.7	4.3	4.5 **
	Desirability	5.1	4.9	5.0
Exclusion from pre-service teacher education programs of theoretical studies in education that do not contribute directly to effective teaching (e.g. History of Education excluded).	Likelihood	3.2	3.3	3.3
	Desirability	3.0	2.9	3.0
More special education teachers (e.g. remedial teachers) prepared in in-service, rather than pre-service programs.	Likelihood	4.5	4.0	4.3 **
	Desirability	4.8	4.3	4.6

** differences among means significant at .01 level
* differences among means significant at .05 level

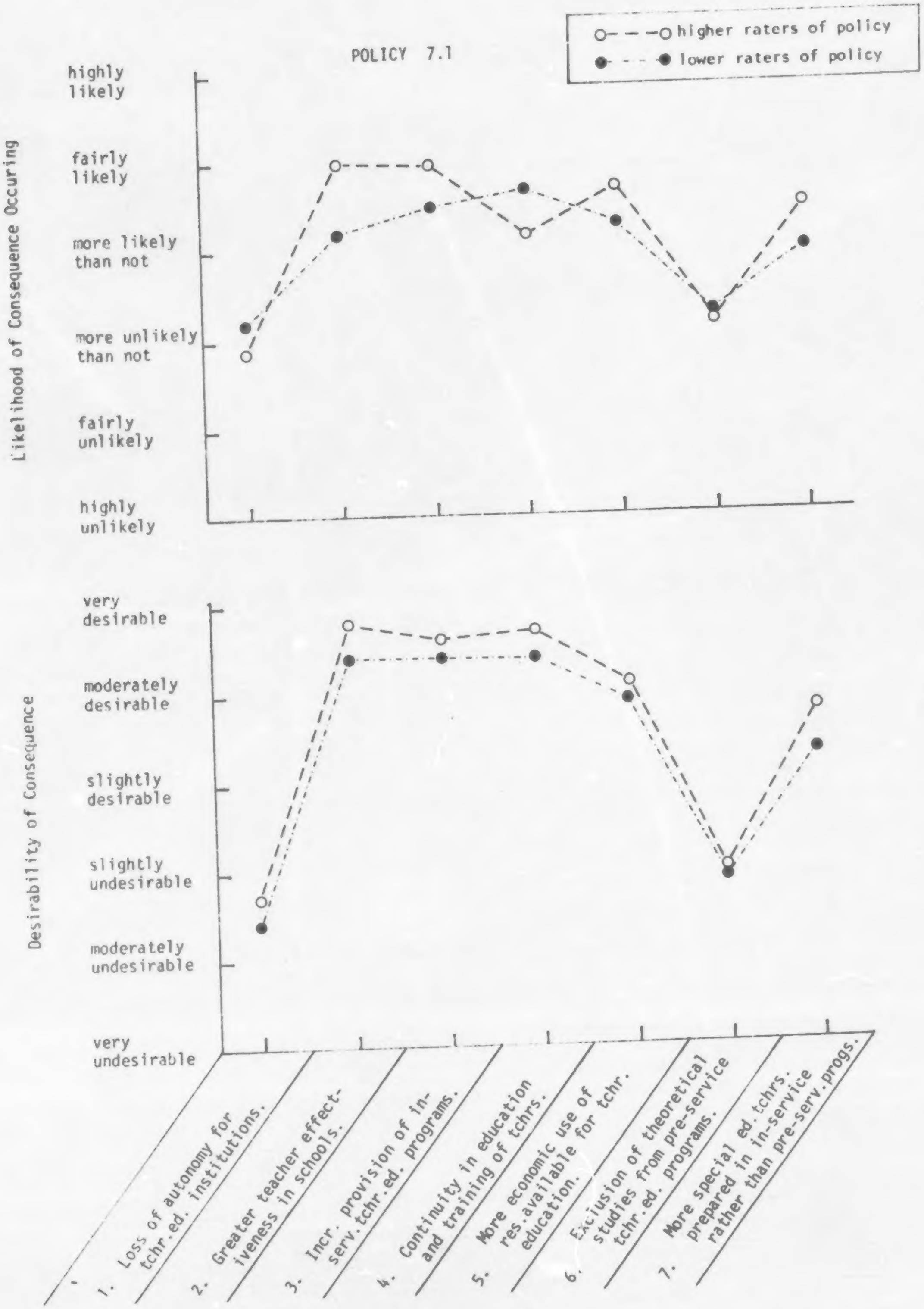

Fig. A - 7.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 7.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 7.1 There shall be integrated planning of pre-service and in-service programs of teacher education.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.6	5.9	5.9	5.8	5.5	5.5	
Consequences								
Loss of autonomy for teacher education institutions.	Likelihood	2.9	2.7	2.6	3.3	3.3	3.4	**
	Desirability	2.5	1.7	1.6	3.3	3.6	2.6	**
Greater teacher effectiveness in schools.	Likelihood	4.4	4.8	4.5	4.4	4.8	4.7	
	Desirability	5.5	5.6	5.7	5.5	5.5	5.5	*
Increased provision of in-service teacher education programs.	Likelihood	4.7	4.9	4.9	4.6	4.7	4.7	
	Desirability	5.9	5.6	5.8	5.2	5.2	5.3	**
Continuity in the education and training of teachers.	Likelihood	5.0	5.0	5.0	4.8	4.9	5.1	
	Desirability	5.7	5.3	5.8	5.5	5.4	5.7	**
More economic use of the resources available for teacher education.	Likelihood	4.1	4.5	4.8	4.5	4.5	4.5	
	Desirability	4.3	5.3	5.3	4.6	5.2	5.1	
Exclusion from pre-service teacher education programs of theoretical studies in education that do not contribute directly to effective teaching (e.g. History of Education excluded).	Likelihood	2.9	2.9	2.8	3.3	3.7	3.9	**
	Desirability	2.7	2.6	2.4	3.2	3.4	3.6	**
More special education teachers (e.g. remedial teachers) prepared in in-service, rather than pre-service programs.	Likelihood	4.1.	4.6	4.2	4.1	4.2	4.5	
	Desirability	4.1	4.9	4.2	4.5	4.9	4.8	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 7.2 A teacher's initial teaching appointment shall be a one year internship on reduced salary, with responsible supervision by a more senior member of the school staff and by a staff member from his former teacher education program.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.2 (slightly desirable)

Group differences:

significant differences among respondent groups with senior administrators rating it moderately to highly desirable, academics and parents rating it slightly to moderately desirable and teachers and student teachers rating it slightly undesirable.

Extent of Knowledge of Policy

Group Differences:

significant differences among the groups with the academic groups rating their knowledge as extensive, the administrators, teachers and student teachers rating theirs as moderate and the parents theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) increased feedback to the teacher education institution on the effectiveness of the teacher education program;

(5) increased confidence on the part of the beginning teacher;

(6) upgraded standard of teaching in schools;

(7) increased communication between school staff and staff from the teacher education institution;

Moderately desirable:

(3) fewer teachers leaving the teaching profession in the first years of teaching;

Slightly undesirable:

(1) salary level of beginning teachers considerably lower than that of other teachers in the school.

Respondents doubted that the policy would result in a less beneficial use of resources than could otherwise have occurred.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (73): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (79): policy rating < 5 ('slightly desirable' or any 'undesirable' response).

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters that consequences 3, 5, 6 and 7 would occur and, except for consequence 6, also more convinced of their desirability. With consequence 2, they were more convinced of its desirability. Consequence 1 was expected to occur but higher raters of the policy were less inclined to judge it as undesirable. Consequence 4 was judged moderately undesirable but higher raters of the policy were much more confident than lower raters that it would not occur.

Those more favourably disposed to the policy were more inclined to anticipate it forging closer links between schools and teacher education institutions and improving the transition from student to teacher. They were less inclined to worry about the salary differential introduced by an internship and more confident that funds committed to the implementation of the policy could not be better spent elsewhere.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately desirable or better and those giving it any lesser rating.

GENERAL COMMENT

This policy received only mild support. Its implementation would be expected to produce a closer relationship between schools and teacher education institutions, a more effective initial teaching year for new teachers and ultimately better teaching but there were other grounds for concern which led some, particularly teachers and students, not to want it implemented. Their main concern related to the industrial question of a reduced salary during an internship.

TABLE A - 7.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.2 A teacher's initial teaching appointment shall be a one year internship on reduced salary, with responsible supervision by a more senior staff member of the school staff and by a staff member from his former teacher education program.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.0	5.5
Heads of Teacher Education Programs	4.0	4.6
Lecturers in Teacher Education Programs	3.5	4.5
Teachers	3.1	3.2
Office Bearers in Local School Parents' Organizations	2.3	4.2
Student Teachers	2.9	3.0
Overall Means (unweighted)	3.1	4.2
Significance Tests:		
F ratio	11.5	8.8
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 67=
by degree of consensus among groups = 68=
by degree of consensus within groups = 69

TABLE A - 7.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 7.2 A teacher's initial teaching appointment shall be a one year internship on reduced salary, with responsible supervision by a more senior member of the school staff and by a staff member from his former teacher education program.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	2.7	
Consequences Salary level of beginning teachers considerably lower than that of other teachers in the school.	Likelihood	4.4	4.8	4.6
	Desirability	3.3	2.7	3.0 *
Increased feedback to the teacher education institution on the effectiveness of the teacher education program.	Likelihood	5.0	4.8	4.9
	Desirability	5.8	5.2	5.5 **
Fewer teachers leaving the teaching profession in the first years of teaching.	Likelihood	4.5	3.6	4.1 **
	Desirability	5.6	4.6	5.1 **
Less beneficial use of resources than if they were directed to other parts of the teacher education program.	Likelihood	2.2	3.3	2.8 **
	Desirability	2.3	2.3	2.3
Increased confidence on the part of the beginning teacher.	Likelihood	5.1	4.0	4.6 **
	Desirability	5.8	5.2	5.5 **
Upgraded standard of teaching in schools.	Likelihood	5.1	4.3	4.7 **
	Desirability	5.9	5.8	5.9
Increased communication between school staff and staff from the teacher education institution.	Likelihood	5.4	5.0	5.2 **
	Desirability	6.0	5.5	5.7 **

** differences among means significant at .01 level
* differences among means significant at .05 level

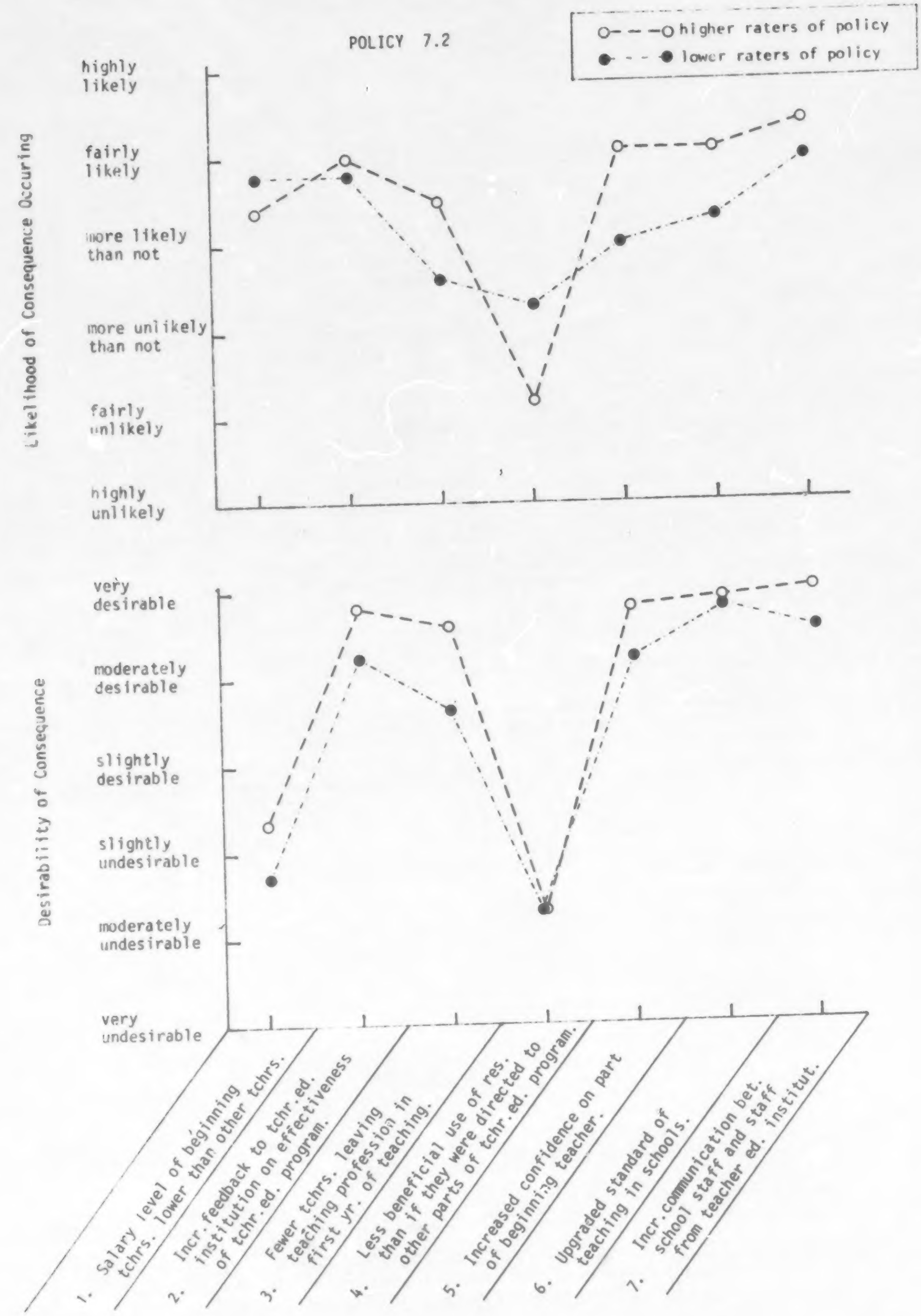

Fig. A - 7.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 7.3 The new teacher in his first year of teaching shall be released for attendance at a professional centre for the equivalent of not less than one day per week, with the possibility of extended periods of attendance being arranged.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.7 (slightly to moderately desirable)

Group differences:

significant differences among respondent groups in their judgments of this policy, with heads of programs, lecturers, teachers and parents rating it as moderately desirable, and senior administrators and student teachers rating it as slightly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among respondent groups in their judgments of this policy, with senior administrators rating their knowledge extensive, while parents rated their knowledge as limited. The others rated their knowledge as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) faster diffusion of new ideas, techniques, aids and curricula into the classroom;

(5) increased support and guidance for the new teacher as he faces the problems of teaching;

(7) upgraded standard of teaching in schools;

Moderately desirable:

(4) fewer teachers leaving the profession in their first years of teaching;

(6) increased communication between teacher education institutions and schools;

Moderately undesirable:

(3) disruption of the school when the new teacher attends a professional centre.

Respondents were uncertain about whether the policy would reduce the need for experienced teachers to support new teachers (1) and uncertain about whether such a consequence would be desirable.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (105): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (52): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters that desirable consequences 2, 5, 6 and 7 would occur but not so convinced that the desirable consequence 4 would occur. In all cases, however, they were more convinced of the desirability of the consequence. With the undesirable consequences 1 and 3 the higher raters were less convinced of the likelihood of their occurrence.

Those rating this policy more highly were more inclined to expect it to improve relationships between schools and teacher education institutions, to improve the initial year for new teachers and ultimately to improve teaching more generally. They were less inclined to expect the policy to disrupt schools.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately desirable or better and those giving it any lesser rating.

GENERAL COMMENT

This policy commanded moderate support. Its implementation would be expected to increase the support available to teachers in the first year, even if it actually reduced the contribution required from experienced teachers in the schools; to enhance the relationships between schools and teacher education institutions; to increase the introduction of new ideas into schools and, ultimately, to improve teaching in schools. Some respondents were concerned about its potential for disruption in schools. The fact that students supported the policy less strongly than others probably reflects their anticipation of a fully professional appointment with no further formal contact with their training institution.

TABLE A - 7.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.3 The new teacher in his first year of teaching shall be released for attendance at a professional centre for the equivalent of not less than one day per week, with the possibility of extended periods of attendance being arranged.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.6	3.6
Heads of Teacher Education Programs	3.1	5.2
Lecturers in Teacher Education Programs	2.7	5.0
Teachers	3.1	4.8
Office Bearers in Local School Parents' Organizations	2.2	5.0
Student Teachers	2.6	4.4
Overall Means (unweighted)	2.9	4.7
Significance Tests:		
F ratio	4.1	3.4
Probability	<.002	<.006

Rank of Policy:

by overall mean desirability = 49
by degree of consensus among groups = 54
by degree of consensus within groups = 50

TABLE A - 7.3:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 7.3 The new teacher in his first year of teaching shall be released for attendance at a professional centre for the equivalent of not less than one day per week, with the possibility of extended periods of attendance being arranged.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.5	3.4	
Consequences Less need for more experienced teachers in the school to provide support and guidance for the new teacher.	Likelihood	3.8	3.2	3.5 *
	Desirability	3.6	3.2	3.4
Faster diffusion of new ideas, techniques, aids and curricula into the classroom.	Likelihood	4.9	4.1	4.5 **
	Desirability	5.7	5.5	5.6
Disruption of the school when the new teacher attends a professional centre.	Likelihood	4.1	4.8	4.4 **
	Desirability	2.2	1.9	2.0
Fewer teachers leaving the profession in their first years of teaching.	Likelihood	4.5	4.9	4.3 **
	Desirability	2.2	4.7	5.1 **
Increased support and guidance for the new teacher as he faces the problems of teaching.	Likelihood	5.3	4.5	4.9 **
	Desirability	5.8	5.2	5.5 **
Increased communication between teacher education institutions and schools.	Likelihood	5.1	4.5	4.8 **
	Desirability	5.6	5.2	5.4 **
Upgraded standard of teaching in schools.	Likelihood	5.1	4.2	4.7 **
	Desirability	5.8	5.6	5.7 *

** differences among means significant at .01 level
* differences among means significant at .05 level

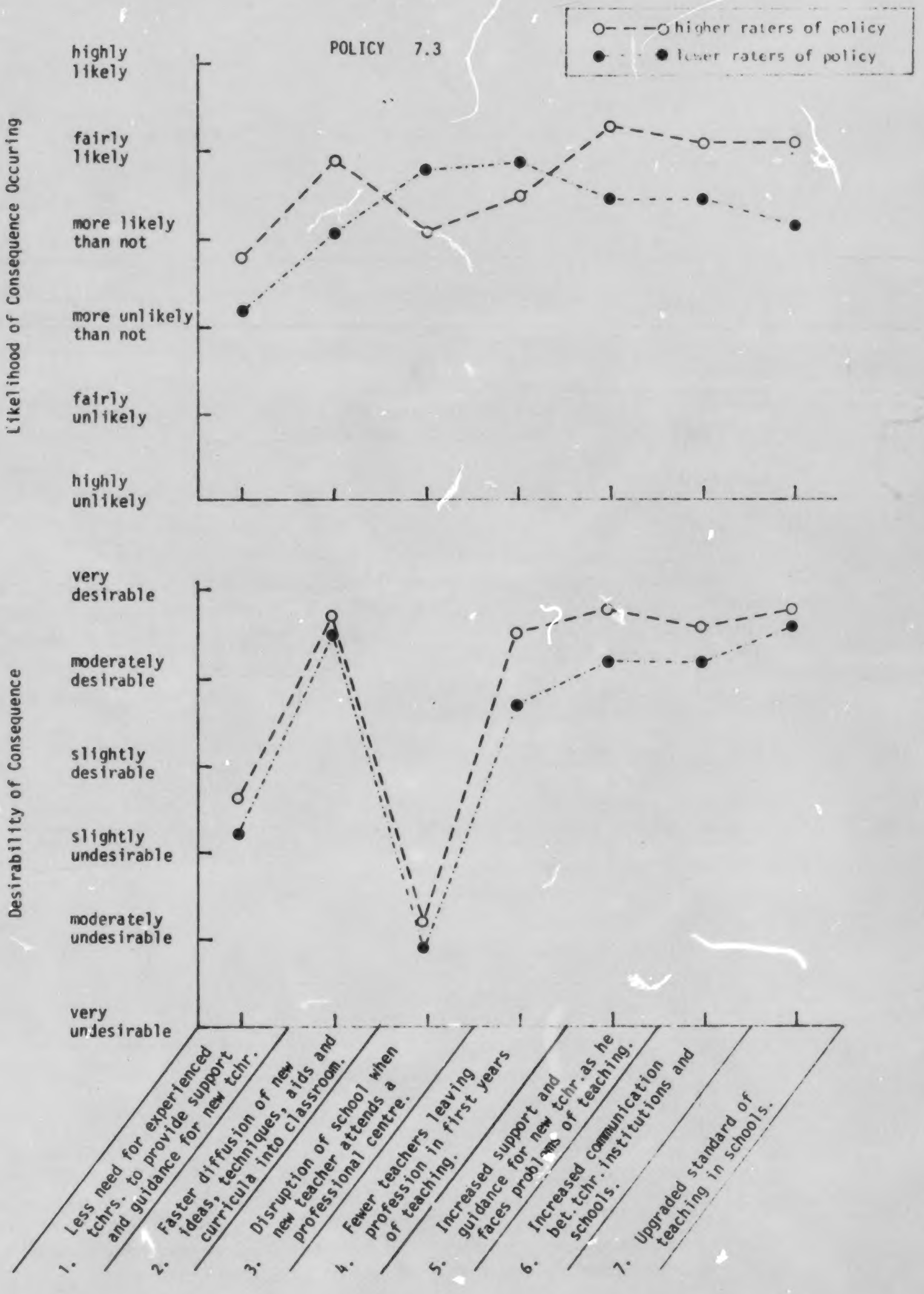

Fig. A - 7.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 7.4 In-service courses shall be provided for upgrading the status of two and three year trained teachers to three and four year trained status.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.5 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and teachers rating their knowledge as extensive, while parents judged their knowledge to be limited. The others judged their knowledge to be moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) faster diffusion of new ideas, techniques, aids and curricula into schools;

(3) teachers more familiar with new theory, curricula and methods of teaching;

(7) upgraded standard of teaching in schools;

Moderately desirable:

(1) decreased discrimination against teachers who qualified when teacher education programs were of shorter duration;

(4) increased importance given to ability, rather than academic qualifications, in the promotion of teachers;

(6) increased status of teaching as a profession.

Respondents judged that it would be moderately undesirable if use of funds for implementation of this policy were less beneficial than use for other purposes (5) but judged that this would be unlikely.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (90): policy rating = 6 ('very desirable')
lower raters (47): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters that the desirable consequences 1, 2, 3, 4, 6 and 7 would occur and, in the cases of 1, 3 and 4, also more convinced of their desirability. With consequence 5, generally judged unlikely to occur, the higher raters were more convinced that it would not.

Those most favourably disposed to the policy were more convinced of its benefits for individual teachers trained in shorter courses of preparation than those currently applying; and for schools.

Group Differences

There were no significant differences among the original respondent groups' judgment of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy was well supported. Its implementation would be expected to improve the position of teachers trained in programs of shorter duration than those currently available in terms of both their educational knowledge and their prospects for professional advancement; generally to upgrade teaching in schools and to increase the status of the teaching profession. Respondents judged that the funds required for this policy would not be more beneficially spent elsewhere.

TABLE A - 7.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.4 In-service courses shall be provided for upgrading the status of two and three year trained teachers to three and four year trained status.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	4.9
Heads of Teacher Education Programs	3.4	5.7
Lecturers in Teacher Education Programs	3.2	5.6
Teachers	3.8	5.7
Office Bearers in Local School Parents' Organizations	2.0	5.6
Student Teachers	2.8	5.3
Overall Means (unweighted)	3.2	5.5
Significance Tests:		
F ratio	14.8	2.1
Probability	<.001	<.06

Rank of Policy:

by overall mean desirability = 23=
by degree of consensus among groups = 44
by degree of consensus within groups = 23

TABLE A - 7.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 7.4 In-service courses shall be provided for upgrading the status of two and three year trained teachers to three and four year trained status.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.6	
Consequences Decreased discrimination against teachers who qualified when teacher education programs were of shorter duration.	**Likelihood**	5.2	4.6	4.9 **
	Desirability	5.6	4.8	5.2 **
Faster diffusion of new ideas, techniques, aids and curricula into schools.	**Likelihood**	5.0	4.5	4.7 **
	Desirability	5.7	5.5	5.6
Teachers more familiar with new theory, curricula and methods of teaching.	**Likelihood**	5.2	4.7	4.9 **
	Desirability	5.7	5.4	5.5 **
Increased importance given to ability, rather than academic qualifications, in the promotion of teachers.	**Likelihood**	4.2	3.7	4.0 *
	Desirability	5.1	4.5	4.8 *
Less beneficial use of resources than if they were directed to other in-service programs.	**Likelihood**	2.6	3.2	2.9 **
	Desirability	2.3	2.4	2.3
Increased status of teaching as a profession.	**Likelihood**	5.0	4.3	4.7 **
	Desirability	5.2	5.2	5.2
Upgraded standard of teaching in schools.	**Likelihood**	5.0	4.4	4.7 **
	Desirability	5.8	5.6	5.7

** differences among means significant at .01 level
* differences among means significant at .05 level

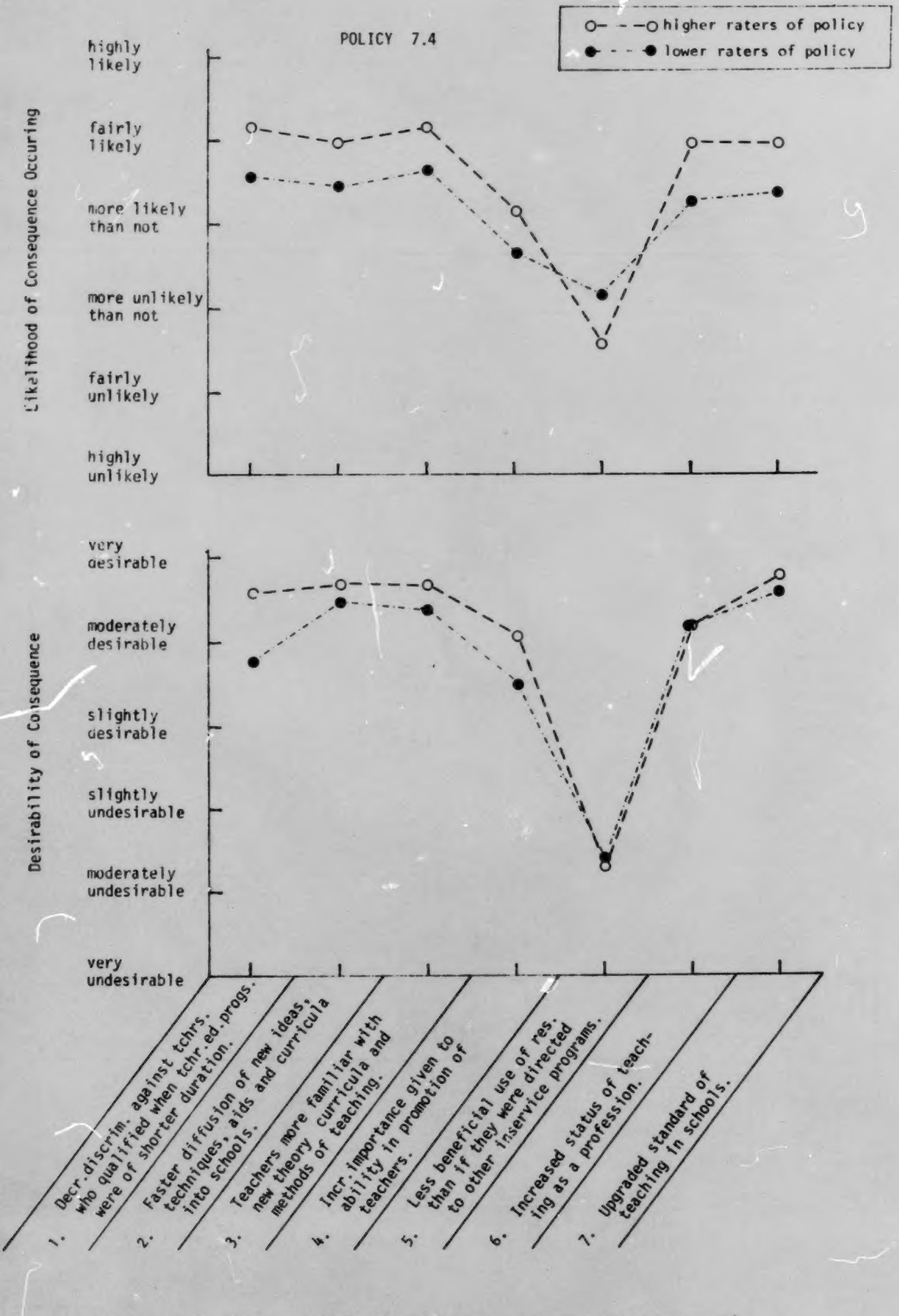

Fig. A - 7.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 7.5 All work undertaken by teachers in in-service education programs shall be credited towards a degree or other tertiary award.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.6 (slightly to moderately desirable)

Group differences:

significant differences among respondent groups in their judgment of this policy with lecturers, teachers,parents and student teachers rating it as moderately desirable, heads of programs rating it as slightly desirable, but with senior administrators rating it as slightly undesirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and teachers rating their knowledge as extensive, while heads of programs and lecturers rated their knowledge moderate, and parents and student teachers judged their knowledge to be only limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) upgraded standard of teaching in schools;

(4) more teachers undertake in-service programs;

(5) increased standard of in-service programs;

Moderately desirable:

(1) increased status of teaching as a profession;

Slightly desirable:

(3) tertiary institutions in control of standard and content of all in-service education programs;

Slightly undesirable:

(7) increased theoretical orientation of in-service programs.

Respondents judged that it would be moderately undesirable if there were a reduced emphasis on mutual support among teachers through professional centres, but were not certain that this would occur if the policy were implemented. They were not confident that it could be avoided either.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (75): policy rating = 6 ('very desirable')
lower raters (92): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 3, 4 and 5 would occur and that the undesirable consequence 6 would not occur. They were also more convinced of the desirability of consequences 3 and 4. Lower raters, in fact, judged consequence 3 to be slightly undesirable.

Those most favourably disposed toward the policy were more convinced that it would upgrade the teaching profession's standing and performance. They were more inclined to anticipate improved in-service education and increased participation by teachers. Those less favourably disposed had more doubts about the value of tertiary institutions gaining control of inservice education.

Group Differences

There were significant differences among the groups in their judgments of consequences. The senior administrators, who judged the policy to be slightly undesirable, were alone in thinking it undesirable that tertiary institutions should gain control of inservice education. They also were less convinced that the policy would lead to improved in-service programs or to increased status for the teaching profession. The academic groups, with the senior administrators were less inclined than the other groups to expect the policy to improve teaching in schools and more concerned about the dangers of reducing the emphasis on mutual aid among teachers as a means of improving their practices.

GENERAL COMMENT

This policy met with moderate support. Its implementation would be expected to improve the quality of in-service education programs, to increase the numbers of teachers participating and ultimately to upgrade the standard of teaching in schools and to enhance the status of the teaching profession. Ensuring that all in-service education could be credited towards a tertiary qualification, however, was seen as likely to cede the control of these programs to the tertiary institutions. And that outcome would not be equally well received by all. There was also a concern that inservice courses would become less practical, though that concern was shared by all groups regardless of their level of approval of the policy.

TABLE A - 7.5:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.5 All work undertaken by teachers in in-service education programs shall be credited towards a degree or other tertiary award.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.6	3.1
Heads of Teacher Education Programs	3.4	3.9
Lecturers in Teacher Education Programs	3.2	4.6
Teachers	3.7	5.3
Office Bearers in Local School Parents' Organizations	2.2	5.3
Student Teachers	2.4	5.1
Overall Means (unweighted)	3.1	4.6
Significance Tests:		
F ratio	13.8	6.1
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 55=
by degree of consensus among groups = 68=
by degree of consensus within groups = 55

TABLE A - 7.5:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 7.5 All work undertaken by teachers in in-service education programs shall be credited towards a degree or other tertiary award.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.1	
Consequences Increased status of teaching as a profession.	Likelihood	4.9	4.2	4.5 **
	Desirability	5.2	5.2	4.2
Upgraded standard of teaching in schools.	Likelihood	4.8	4.1	4.5 **
	Desirability	5.8	5.7	5.8
Tertiary institutions in control of standard and content of all in-service education programs.	Likelihood	4.5	4.1	4.3 *
	Desirability	4.1	3.2	3.6 **
More teachers undertake in-service programs.	Likelihood	5.3	4.8	5.1 **
	Desirability	5.7	5.3	5.5 **
Increased standard of in-service programs.	Likelihood	5.0	4.5	4.8 **
	Desirability	5.7	5.5	5.6
Reduced emphasis on mutual aid among teachers in professional centres as basis for improving practice.	Likelihood	3.4	3.9	3.6 **
	Desirability	2.5	2.5	2.5
Increased theoretical orientation of in-service programs.	Likelihood	4.0	4.4	4.2
	Desirability	3.3	3.0	3.2

** differences among means significant at .01 level
* differences among means significant at .05 level

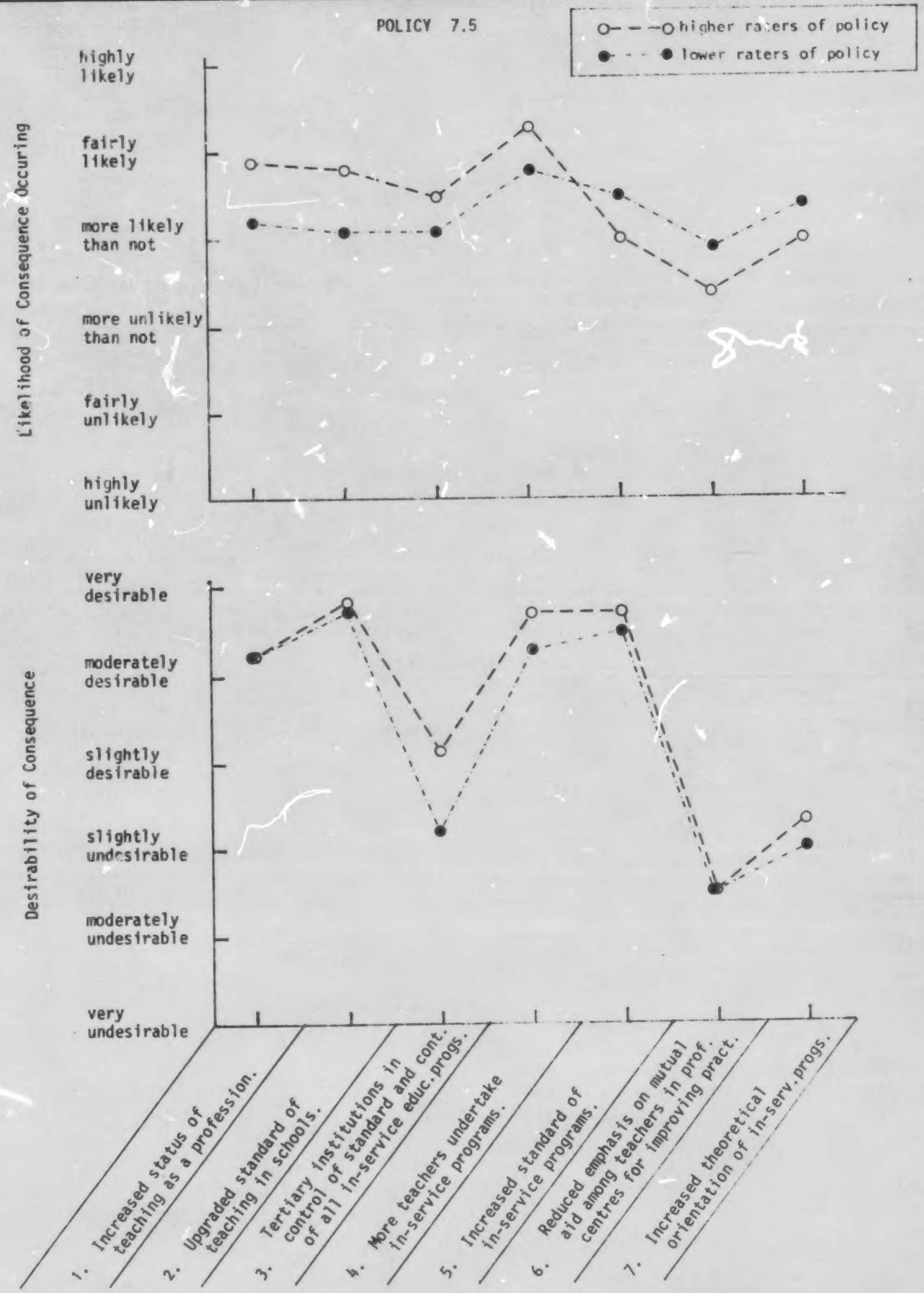

Fig. A - 7.5 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 7.5:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 7.5 All work undertaken by teachers in in-service education programs shall be credited towards a degree or other tertiary award.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.1	3.9	4.6	5.3	5.3	5.1	
Consequences								
Increased status of teaching as a profession.	Likelihood	3.9	4.3	4.5	4.6	4.9	5.0	*
	Desirability	4.6	5.7	5.4	5.3	5.1	5.3	
Upgraded standard of teaching in schools.	Likelihood	3.9	4.3	4.4	4.7	4.6	4.9	*
	Desirability	5.8	6.0	5.9	5.7	5.6	5.8	
Tertiary institutions in control of standard and content of all in-service education programs.	Likelihood	3.9	4.3	4.5	4.0	4.4	4.9	
	Desirability	2.5	3.6	4.2	3.8	3.6	4.1	**
More teachers undertake in-service programs.	Likelihood	5.1	5.1	5.2	5.1	4.6	5.3	
	Desirability	5.5	5.9	5.7	5.5	5.1	5.3	*
Increased standard of in-service programs.	Likelihood	4.0	4.8	5.0	5.0	4.6	5.3	**
	Desirability	5.5	5.9	5.7	5.7	5.3	5.6	
Reduced emphasis on mutual aid among teachers in professional centres as basis for improving practice.	Likelihood	3.9	3.8	3.3	3.4	3.7	3.6	
	Desirability	1.8	2.1	2.3	2.7	3.3	2.8	**
Increased theoretical orientation of in-service programs.	Likelihood	4.4	4.3	4.3	4.1	4.1	3.9	
	Desirability	2.8	2.8	3.6	3.1	3.6	3.1	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 7.6 All teachers shall be given leave with pay for in-service education, for the equivalent of at least one term per seven years service.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.5 (moderately to very desirable)

Group differences:

significant differences among respondent groups in their judgments of this policy with heads of programs, lecturers, teachers and student teachers rating it very desirable and senior administrators and parents rating it moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and teachers rating their knowledge extensive, while heads of programs and lecturers rated their knowledge as moderate and parents and student teachers judged their knowledge to be only limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) upgraded standard of teaching in schools;

(2) upgraded standard of in-service programs;

(3) increased morale of teachers;

Moderately desirable:

(6) faster diffusion of new ideas, techniques, aids and curricula into the classroom;

(7) increased status of teaching as a profession.

Respondents judged that it would be moderately undesirable if there were increased disruption in the schools (5) but were not convinced that would occur. They also judged that it would be moderately undesirable if funds committed to implementing this policy would actually be used more beneficially in pre-service teacher education (4) but thought that would be quite unlikely.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (89): policy rating = 6 ('very desirable')
lower raters (49): policy rating < 6 (any response less than 'very desirable').

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters that the desirable consequences 1, 2, 3 and 7 would occur and were more convinced of their desirability. They were also more confident that the undesirable consequence 5 would not occur.

Those most favourably disposed toward this policy were more inclined to expect it to improve the quality of in-service education and of teaching and to increase the morale and status of teachers. They were also more certain that the policy would not be disruptive from the schools' point of view.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributate to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy received strong support. Its implementation would be expected to improve in-service education and teaching and to raise the morale and status of teachers. There was some concern about its potential for disruption in the schools but a conviction that funds could be committed to in-service education in this way more beneficially than to pre-service education.

TABLE A - 7.6:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.6 All teachers shall be given leave with pay for in-service education, for the equivalent of at least one term per seven years service.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	5.1
Heads of Teacher Education Programs	3.0	5.6
Lecturers in Teacher Education Programs	3.0	5.8
Teachers	3.5	5.6
Office Bearers in Local School Parents' Organizations	2.3	5.3
Student Teachers	2.5	5.8
Overall Means (unweighted)	3.0	5.5
Significance Tests:		
F ratio	7.6	4.2
Probability	<.001	<.002

Rank of Policy:

by overall mean desirability = 19=
by degree of consensus among groups = 59=
by degree of consensus within groups = 8

TABLE A - 7.6.2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 7.6 All teachers shall be given leave with pay for in-service education, for the equivalent of at least one term per seven years service.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.9	
Consequences Upgraded standard of teaching in schools.	Likelihood	5.1	4.6	4.9 **
	Desirability	*5.8*	*5.6*	*5.7* *
Upgraded standard of in-service programs.	Likelihood	5.1	4.7	4.9 **
	Desirability	*5.7*	*5.4*	*5.5* *
Increased morale of teachers.	Likelihood	5.4	5.0	5.2 *
	Desirability	*5.8*	*5.4*	*5.6*
Less beneficial use of resources than if funds were directed to pre-service teacher education.	Likelihood	2.5	2.8	2.6
	Desirability	*2.0*	*2.3*	*2.2*
Increased disruption of the school.	Likelihood	3.3	3.9	3.6 **
	Desirability	*2.1*	*2.0*	*2.1*
Faster diffusion of new ideas, techniques, aids and curricula into the classroom.	Likelihood	5.2	5.0	5.1
	Desirability	*5.6*	*5.6*	*5.1*
Increased status of teaching as a profession.	Likelihood	5.1	4.6	4.9 **
	Desirability	*5.5*	*4.9*	*5.2* **

** differences among means significant at .01 level
* differences among means significant at .05 level

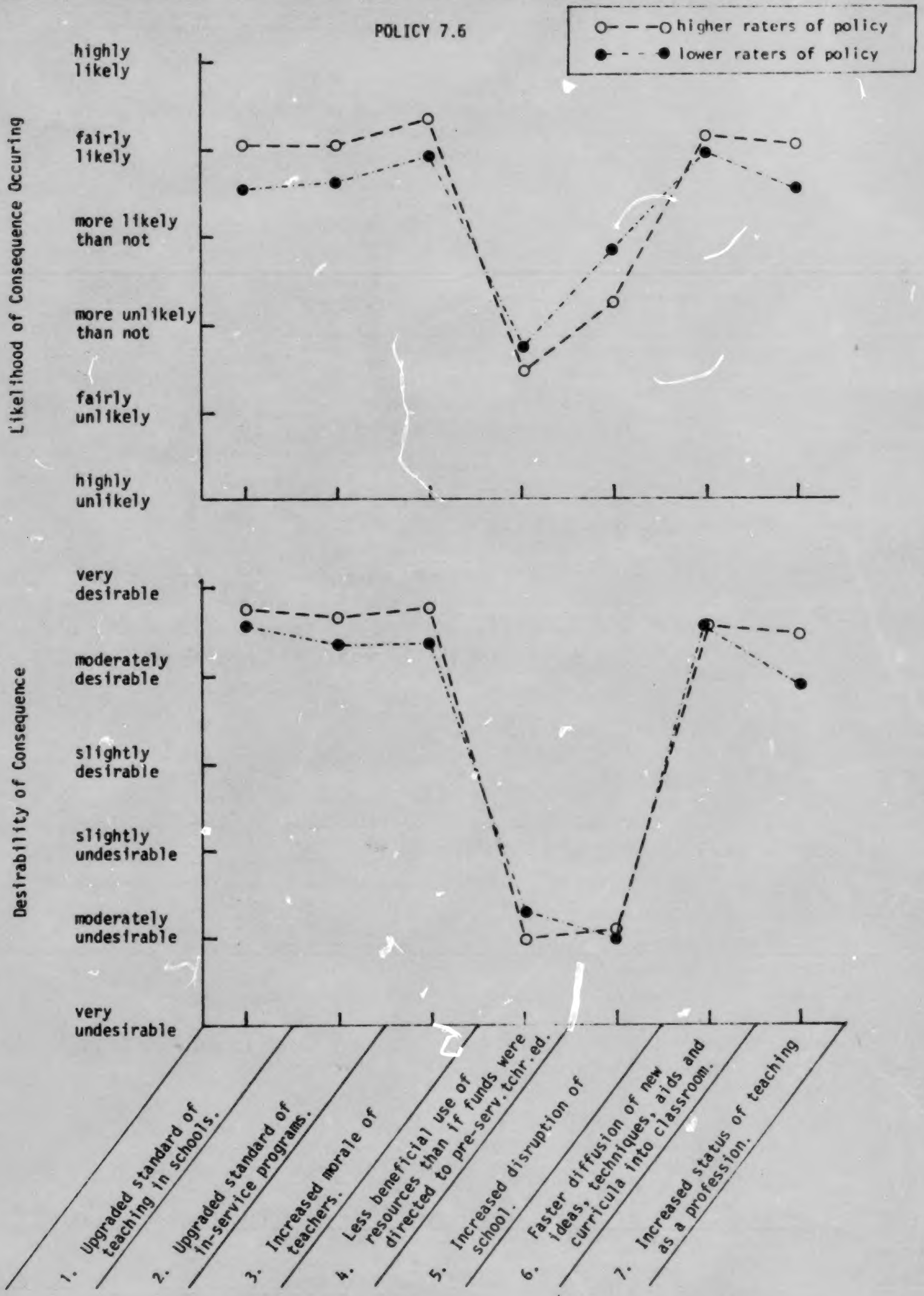

Fig. A - 7.6 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 7.7 There shall be vastly increased provision of summer and part-time courses for the improvement of the qualification of teachers.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.7 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and heads of programs rating their knowledge as extensive, while the lecturers, teachers and student teachers rated their knowledge as moderate and the parents judged their knowledge as being only limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(3) increased professional communication among teachers;

(4) upgraded standard of teaching in schools;

(7) faster diffusion of new ideas, techniques, aids and curricula into classroom;

Moderately desirable:

(1) increased status of teaching as a profession;

(2) increased importance given to in-service qualifications in promotion of teachers;

(6) decreased rate at which teachers leave teaching profession.

Respondents judged that it would be moderately undesirable if funds committed to this policy could actually be used more beneficially elsewhere (5) but thought this unlikely to be the case.

309

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (113): policy rating = 6 ('very desirable')
lower raters (34): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters of the likelihood of occurrence of the desirable consequences 1, 2, 3, 4, 6 and 7 and, in the cases of 2, 3 and 7, more convinced of their desirability. The higher raters were also more confident that the potentially undesirable consequence 5 would not occur though more convinced of its undesirability.

Those most favourably disposed to this policy were more certain of its potential for enhancing communication among teachers and increasing awareness of new ideas; for improving the quality of teaching and the status of the profession.

Group Differences

There were no significant differences among the original respondent groups' judgments of the conseqences,beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy gained strong support. Its implementation would be expected to improve the quality of teaching, enhancing communication among teachers and facilitating the diffusion of new ideas; to increase the significance for promotion of qualifications gained after initial prepration; to enhance the status of teaching as a profession and probably also to decrease the rate at which teachers leave the profession. There was some disagreement about whether resources could more beneficially be committed elsewhere but little real conviction that they could.

TABLE A - 7.7:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.7 There shall be vastly increased provision of summer and part-time courses for the improvement of the qualifications of teachers.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.9
Heads of Teacher Education Programs	3.6	5.6
Lecturers in Teacher Education Programs	3.4	5.6
Teachers	3.4	5.6
Office Bearers in Local School Parents' Organizations	2.3	5.7
Student Teachers	2.9	5.8
Overall Means (unweighted)	3.3	5.7
Significance Tests:		
F ratio	10.7	0.5
Probability	<.001	>.7

Rank of Policy:

by overall mean desirability = 11=
by degree of consensus among groups = 6
by degree of consensus within groups = 20

TABLE A - 7.7:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 7.7 There shall be vastly increased provision of summer and part-time courses for the improvement of the qualifications of teachers.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Increased status of teaching as a profession.	Likelihood	4.9	4.1	4.5 **
	Desirability	5.3	5.2	5.3
Increased importance given to in-service qualifications in promotion of teachers.	Likelihood	5.0	4.4	4.7 **
	Desirability	5.1	4.5	4.8 **
Increased professional communication among teachers.	Likelihood	5.1	4.6	4.8 **
	Desirability	5.8	5.3	5.6 **
Upgraded standard of teaching in schools.	Likelihood	5.1	4.5	4.8 **
	Desirability	5.8	5.7	5.8
Less beneficial use of resources than if they were directed to other aspects of teacher education.	Likelihood	2.3	3.1	2.3 **
	Desirability	1.8	2.3	2.0 **
Decreased rate at which teachers leave teaching profession.	Likelihood	4.1	3.5	3.8 **
	Desirability	5.0	4.9	5.0
Faster diffusion of new ideas, techniques aids and curricula into classroom.	Likelihood	5.3	4.6	5.0 **
	Desirability	5.8	5.2	5.5 **

** differences among means significant at .01 level
* differences among means significant at .05 level

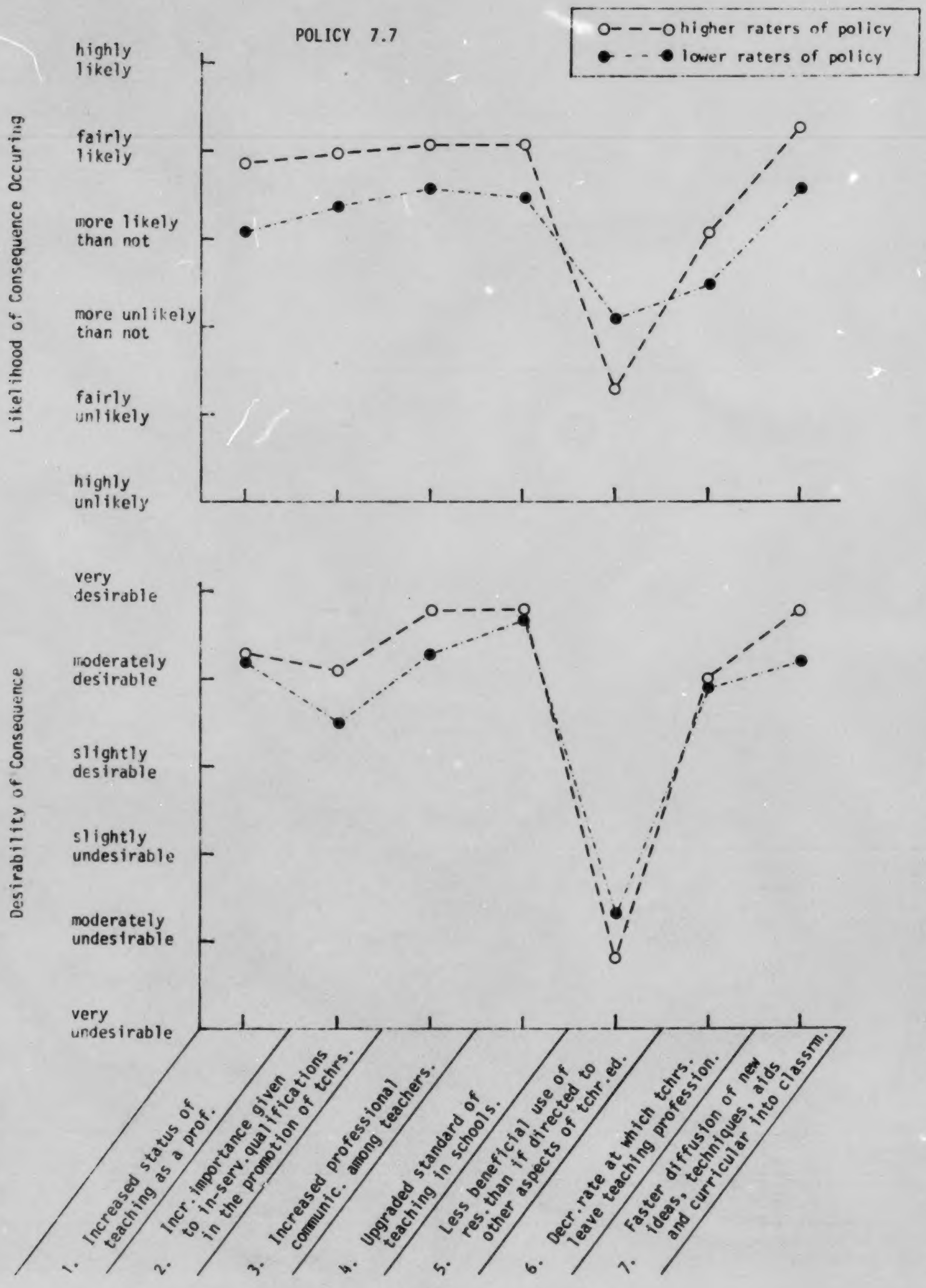

Fig. A - 7.7 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 7.8 To accommodate in-service programs there shall be a national network consisting of professional centres within teacher education institutions and teachers centres.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.4 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators, rating their knowledge extensive, while academics and teachers judged their knowledge to be moderate and parents and student teachers judged their knowledge to be only limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(6) increased communication between teacher education institutions and schools;

(7) upgraded standard of teaching in schools;

Moderately desirable:

(3) increased status of teaching as a profession;

(4) regional curriculum development with student teachers as contributing team members;

Slightly desirable:

(2) in-service programs not controlled by employing authorities;

(5) increased uniformity of in-service programs throughout Australia.

Respondents thought that it would be moderately undesirable if funds required to implement this policy could be used more beneficially elsewhere (1) but thought this unlikely.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (75): policy rating = 6 ('very desirable')
lower raters (72): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters of the likelihood of occurrence of the desirable consequences 3, 4, 6 and 7 and, for all but consequence 3, also more convinced of their desirability.

Those most favourably disposed toward the policy were simply more convinced that it would increase communication between teacher education institutions and schools, between student teachers and teachers; improve teaching; and upgrade the status of the teaching profession.

Group Differences

There were significant differences among the groups in their judgments of the consequences although there were no significant differences in the judgment of the policy. There were marked differences in the judgments of consequence 5. Senior administrators and academics thought increased uniformity in in-serivce programs would be undesirable whereas teachers, student teachers and parents thought it would be desirable. The former groups, however, thought this consequence would not occur so it was not influential in depressing their assessment of the policy. The latter groups were confident it would occur. The academics were more convinced of the desirability of in-service courses not being controlled by employing authorities but teachers and student teachers were doubtful that this would happen. In regard to the possibility of the funds required for this policy being more beneficially committed elsewhere, parents suspected they could be but senior administrators were sure they could not.

GENERAL COMMENT

This policy met with considerable support. Its implementation would be expected to encourage communication between teacher education institutions and schools and to provide opportunities for collaboration between student teachers and teachers; to remove in-service courses from the control of employing authorities and ultimately to upgrade teaching in the schools and to enhance the status of the teaching profession.

TABLE A - 7.8:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.8 To accommodate in-service programs there shall be a national network consisting of professional centres within teacher education institutions and teachers centres.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	5.4
Heads of Teacher Education Programs	3.1	5.5
Lecturers in Teacher Education Programs	2.7	5.5
Teachers	3.0	5.6
Office Bearers in Local School Parents' Organizations	2.1	5.2
Student Teachers	2.2	5.2
Overall Means (unweighted)	2.8	5.4
Significance Tests:		
F ratio	8.6	1.2
Probability	<.001	>.3

Rank of Policy:

by overall mean desirability = 26
by degree of consensus among groups = 27
by degree of consensus within groups = 17

TABLE A - 7.8:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 7.8 To accomodate in-service programs there shall be a national network consisting of professional centres within teacher education institutions and teachers centres.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Less beneficial use of resources than if funds were directed to pre-service teacher education.	Likelihood	2.5	2.8	2.6
	Desirability	*1.8*	*2.0*	*1.9*
In-service programs not controlled by employing authorities.	Likelihood	4.1	4.3	4.2
	Desirability	*3.8*	*3.8*	*3.8*
Increased status of teaching as a profession.	Likelihood	4.7	4.3	4.5 **
	Desirability	*5.3*	*5.1*	*5.2*
Regional curriculum development with student teachers as contributing team members.	Likelihood	4.1	3.8	4.0 *
	Desirability	*4.8*	*4.3*	*4.6* *
Increased uniformity of in-service programs throughout Australia.	Likelihood	4.2	4.1	4.1
	Desirability	*3.8*	*3.7*	*3.7*
Increased communication between teacher education institutions and schools.	Likelihood	5.2	4.4	4.7 **
	Desirability	*5.7*	*5.3*	*5.5* **
Upgraded standard of teaching in schools.	Likelihood	5.0	4.4	4.7 **
	Desirability	*5.9*	*5.6*	*5.8* **

** differences among means significant at .01 level
* differences among means significant at .05 level

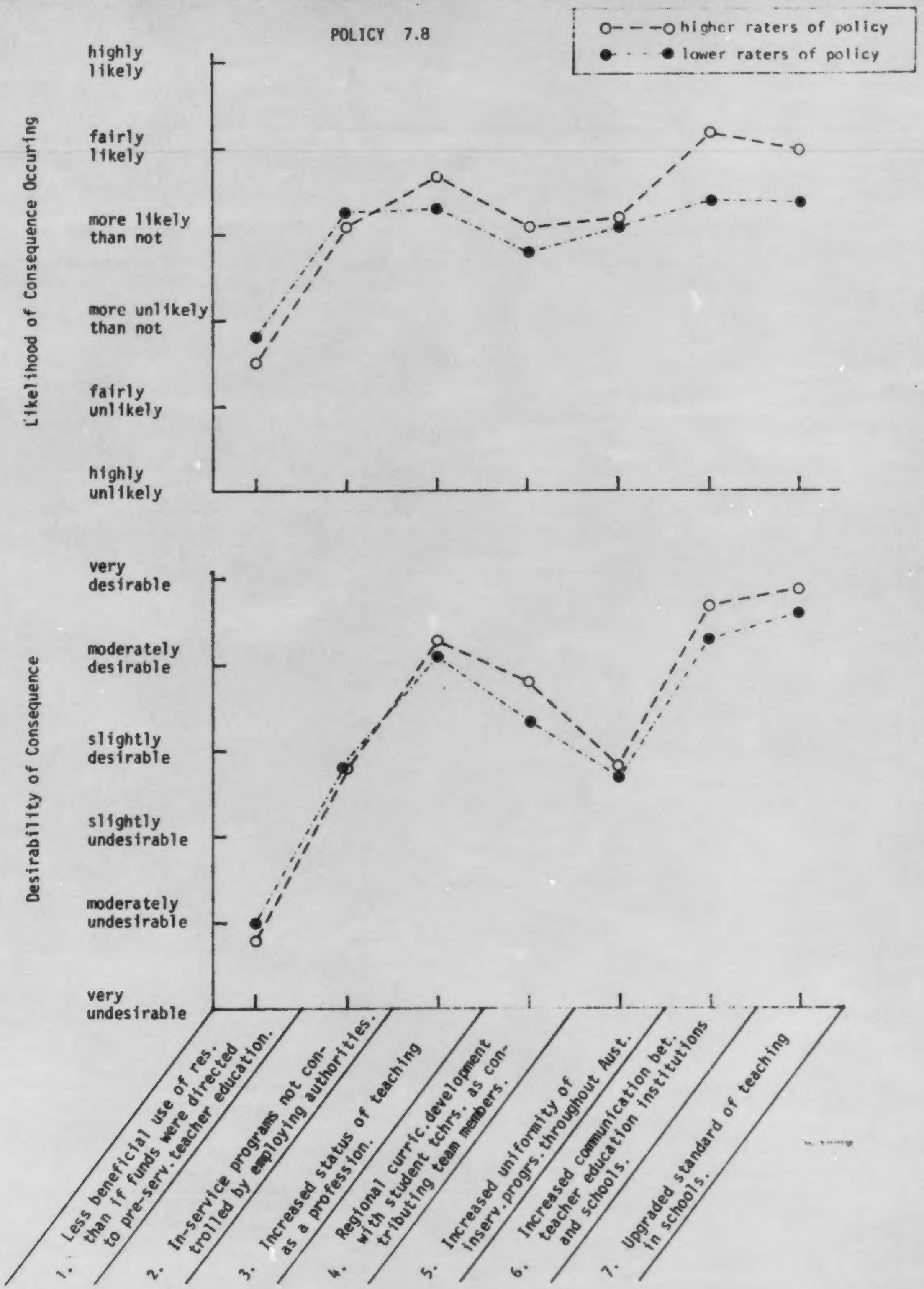

Fig. A - 7.8 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 7.8:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 7.8 To accommodate in-service programs there shall be a national network consisting of professional centres within teacher education institutions and teachers centres.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy								
Consequences								
Less beneficial use of resources than if funds were directed to pre-service teacher education.	Likelihood	1.9	2.7	2.4	2.7	3.2	2.9	**
	Desirability	*1.5*	*1.9*	*1.8*	*2.2*	*2.0*	*1.9*	
Inservice programs not controlled by employing authorities.	Likelihood	4.2	4.8	4.5	3.7	4.1	3.8	**
	Desirability	*3.6*	[illegible]	*4.7*	*3.5*	*3.0*	*2.9*	**
Increased status of teaching as a profession.	Likelihood	4.5	4.5	4.5	4.6	4.4	4.5	
	Desirability	*4.6*	*5.7*	*5.4*	*5.2*	*5.0*	*5.5*	
Regional curriculum development with student teachers as contributing team members.	Likelihood	3.8	3.7	4.0	4.1	4.2	4.2	
	Desirability	*4.5*	*4.7*	*4.7*	*4.5*	*4.1*	*4.8*	
Increased uniformity of in-service programs throughout Australia.	Likelihood	3.5	3.7	3.6	4.5	4.7	4.7	**
	Desirability	*1.9*	*3.2*	*2.9*	*5.0*	*5.0*	*4.5*	**
Increased communication between teacher education institutions and schools.	Likelihood	4.5	4.7	4.6	5.0	4.8	4.6	
	Desirability	*5.4*	*5.8*	*5.5*	*5.5*	*5.5*	*5.4*	
Upgraded standard of teaching in schools.	Likelihood	4.4	4.4	4.8	5.0	4.8	4.9	
	Desirability	*5.8*	*5.9*	*5.8*	*5.7*	*5.6*	*5.8*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 7.9 Professional centres with full-time staff, to be developed for the further education of teachers shall be involved in the in-school training of student teachers.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.8 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators, academics and teachers rating their knowledge moderate while parents and student teachers judged their knowledge as only limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) faster diffusion of new ideas, aids, techniques and curricula into the classroom.

(3) student teachers familiar with a wider variety of approaches to education;

(6) increased effectiveness of teaching practice for student teachers;

Moderately desirable:

(4) closer contact between professional centres and schools where student teaching practice is conducted;

(5) greater spread of responsibility for practice teaching;

Slightly undesirable:

(7) few resources allocated by professional centres to pre-service education compared with in-service education.

Respondents judged that less integration between teacher education courses and practice teaching would be moderately undesirable (1) but thought it unlikely to occur.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (51): policy rating = 6 ('very desirable')
lower raters (95): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters of the likelihood of occurrence of the desirable policies 2, 3, 4, 5 and 6 and, with all but consequence 6, also more convinced of their desirability. They were also more certain that the undesirable consequences 1 and 7 would not occur.

Those most favourably disposed toward the policy believed it more likely to improve the quality of practice teaching by spreading the responsibility for it, and by exposing student teachers to a wider variety of approaches. Those less favourably opposed thought it more likely that professional centres would make no real commitment of resources to pre-service education of the type envisaged.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy commanded moderate support. Its implementation would be expected to enrich the practice teaching experience of student teachers by spreading the responsibility for their practices and exposing them to a wider variety of approaches. There was some concern, however, that it might result in less integration between the teaching practice and the theoretical studies in Education within the teacher education institution.

TABLE A - 7.9:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 7.9 Professional centres with full-time staff, to be developed for the further education of teachers shall be involved in the in-school training of student teachers.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	2.7	4.3
Heads of Teacher Education Programs	2.9	4.7
Lecturers in Teacher Education Programs	2.9	4.8
Teachers	3.0	5.2
Office Bearers in Local School Parents' Organizations	1.9	5.0
Student Teachers	2.3	5.1
Overall Means (unweighted)	2.6	4.8
Significance Tests:		
F ratio	6.6	1.3
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 44=
by degree of consensus among groups = 29
by degree of consensus within groups = 41

TABLE A - 7.9:2.
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

7.9 Professional centres with full-time staff, to be developed for the further education of teachers shall be involved in the in-school training of student teachers.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.3	
Consequences				
Less integration between courses at teacher education institution and practice teaching.	**Likelihood**	2.5	3.4	2.9 **
	Desirability	1.9	2.1	2.0
Faster diffusion of new ideas, aids, techniques and curricula into the classroom.	**Likelihood**	5.1	4.2	4.7 **
	Desirability	5.8	5.6	5.7 *
Student teachers familiar with a wider variety of approaches to education.	**Likelihood**	5.1	4.3	4.7 **
	Desirability	5.7	5.3	5.5 **
Closer contact between professional centres and schools where student teaching practice is conducted.	**Likelihood**	5.0	4.5	4.8 **
	Desirability	5.5	5.0	5.3 **
Greater spread of responsibility for practice teaching.	**Likelihood**	4.8	4.3	4.6 **
	Desirability	4.9	4.1	4.5 **
Increased effectiveness of teaching practice for student teachers.	**Likelihood**	4.9	4.1	4.5 **
	Desirability	5.7	5.4	5.5
Few resources allocated by professional centres to pre-service education compared with in-service education.	**Likelihood**	3.5	3.9	3.7 *
	Desirability	2.4	2.9	2.7 *

** differences among means significant at .01 level
* differences among means significant at .05 level

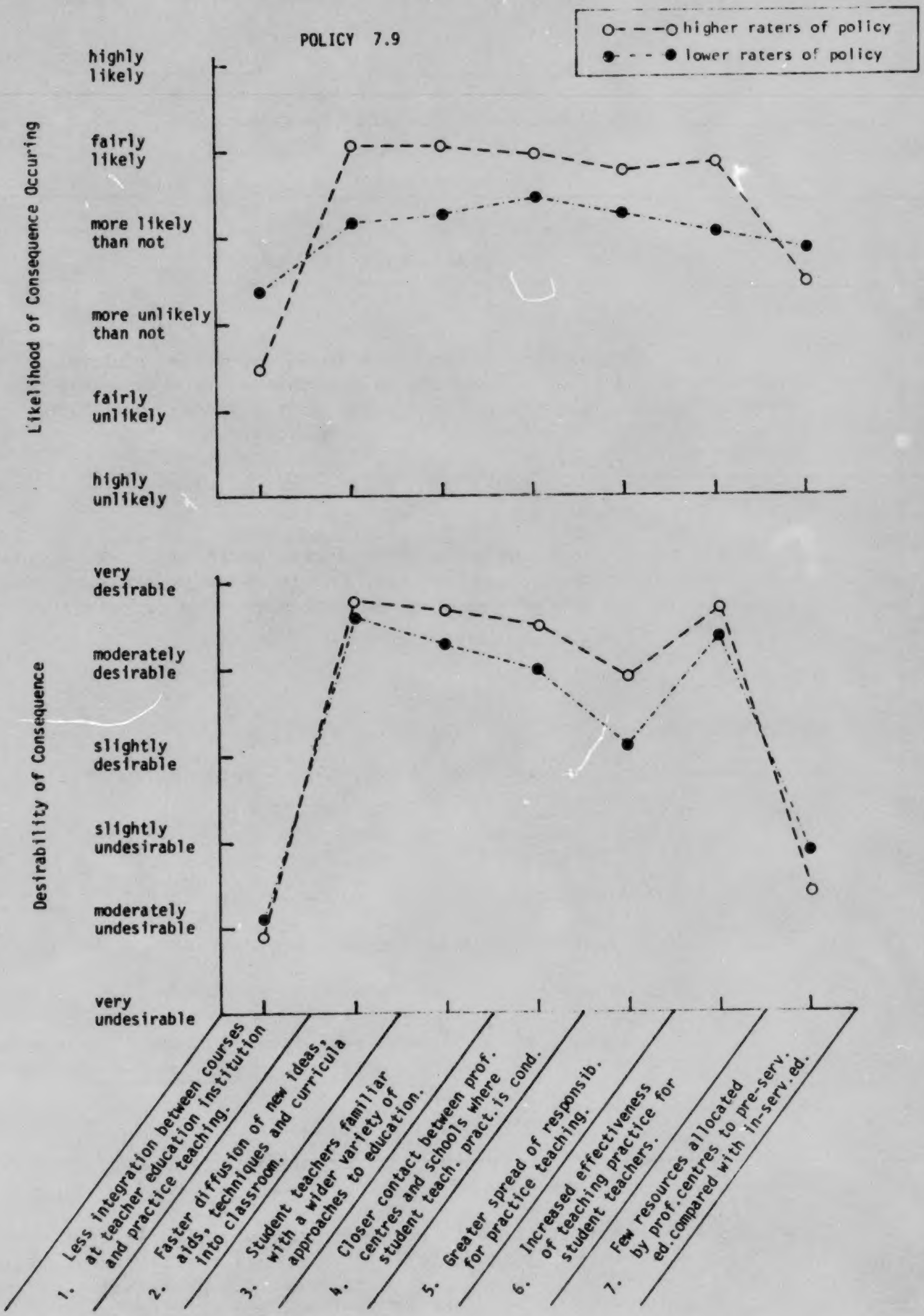

Fig. A - 7.9 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 8.1 All accredited three or four year teacher education programs shall be degree courses.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.8 (moderately desirable)

Group differences:

marginally significant differences among groups with administrators, academics and student teachers rating the policy moderately desirable, while teachers and parents rated the policy slightly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with administrators, teachers and student teachers, rating their knowledge as moderate, while academics rated their knowledge as extensive, and parents rated theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(5) upgraded standard of teacher education programs;

(7) increased status of teaching as a profession;

Moderately desirable:

(4) higher quality of applicants for places in teacher education programs;

Moderately undesirable:

(6) increased orientation of teacher education programs towards theoretical studies of education.

Respondents judged that it would be moderately undesirable if there were fewer teacher education institutions (3) if these institutions lost any autonomy (2) or if more teachers were to leave the profession (1), but none of these was a likely consequence of implementing this policy.

Influences of Consequences on Policy Ratings:

Categorization of respondents by policy rating:

higher raters (56): policy rating = 6 ('very desirable')
lower raters (98): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 4, 5 and 7 would occur and, for consequence 5, also more certain of its desirability. With the potentially undesirable consequence 2 the higher raters actually felt more strongly about its undesirability than did lower raters.

Those most favourably disposed toward this policy were more convinced that it would result in higher quality applicants for teacher edcuation, improved teacher education and increased status for the teaching profession.

Group Differences

There were significant differences among respondent groups' judgments of the consequences. The academic groups thought an improvement in the quality of applicants for teacher education and the upgraded teacher education programs more desirable than did the other groups. Together with the teachers they thought that increased status for the teaching profession was more desirable than did the remaining groups.

Academics and senior administrators thought it less likely than did the other groups that there would be any loss of autonomy for teacher education institutions.

GENERAL COMMENT

This policy gained moderate support. Its implementation would be expected to attract higher quality applicants to teacher education, to improve teacher education programs and to enhance the standing of the teaching profession. There was some concern that teacher education programs would, as a consequence, become more theoretical but, although such a trend would be thought undesirable, respondents were still willing to endorse the policy.

TABLE A - 8.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.1 All accredited three or four year teacher education programs shall be degree courses.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.3	5.2
Heads of Teacher Education Programs	4.4	5.0
Lecturers in Teacher Education Programs	3.8	5.2
Teachers	3.2	4.4
Office Bearers in Local School Parents' Organizations	2.3	4.1
Student Teachers	3.1	4.7
Overall Means (unweighted)	3.4	4.8
Significance Tests:		
F ratio	23.5	3.0
Probability	<.001	<.02

Rank of Policy:

by overall mean desirability = 48
by degree of consensus among groups = 51
by degree of consensus within groups = 56

TABLE A - 8.1:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.1 All accredited three of four year teacher education programs shall be degree courses.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.2	
Consequences More teachers leaving teaching profession for alternative employment.	Likelihood	2.9	3.0	2.9
	Desirability	2.2	2.4	2.3
Loss of autonomy for teacher education institutions due to increased scrutiny by accrediting body.	Likelihood	3.3	3.3	3.3
	Desirability	2.0	2.4	2.2 *
Fewer teacher education institutions.	Likelihood	3.0	2.8	2.9
	Desirability	2.3	2.5	2.4
Higher quality of applicants for places in teacher education programs.	Likelihood	4.6	4.0	4.3 **
	Desirability	5.1	4.9	5.0
Upgraded standard of teacher education programs.	Likelihood	5.2	4.3	4.8 **
	Desirability	5.8	5.4	5.6 **
Increased orientation of teacher education programs towards theoretical studies of education.	Likelihood	4.0	4.0	4.0
	Desirability	2.1	2.3	2.2
Increased status of teaching as a profession.	Likelihood	5.4	4.6	5.0 **
	Desirability	5.6	5.4	5.5

** differences among means significant at .01 level
* differences among means significant at .05 level

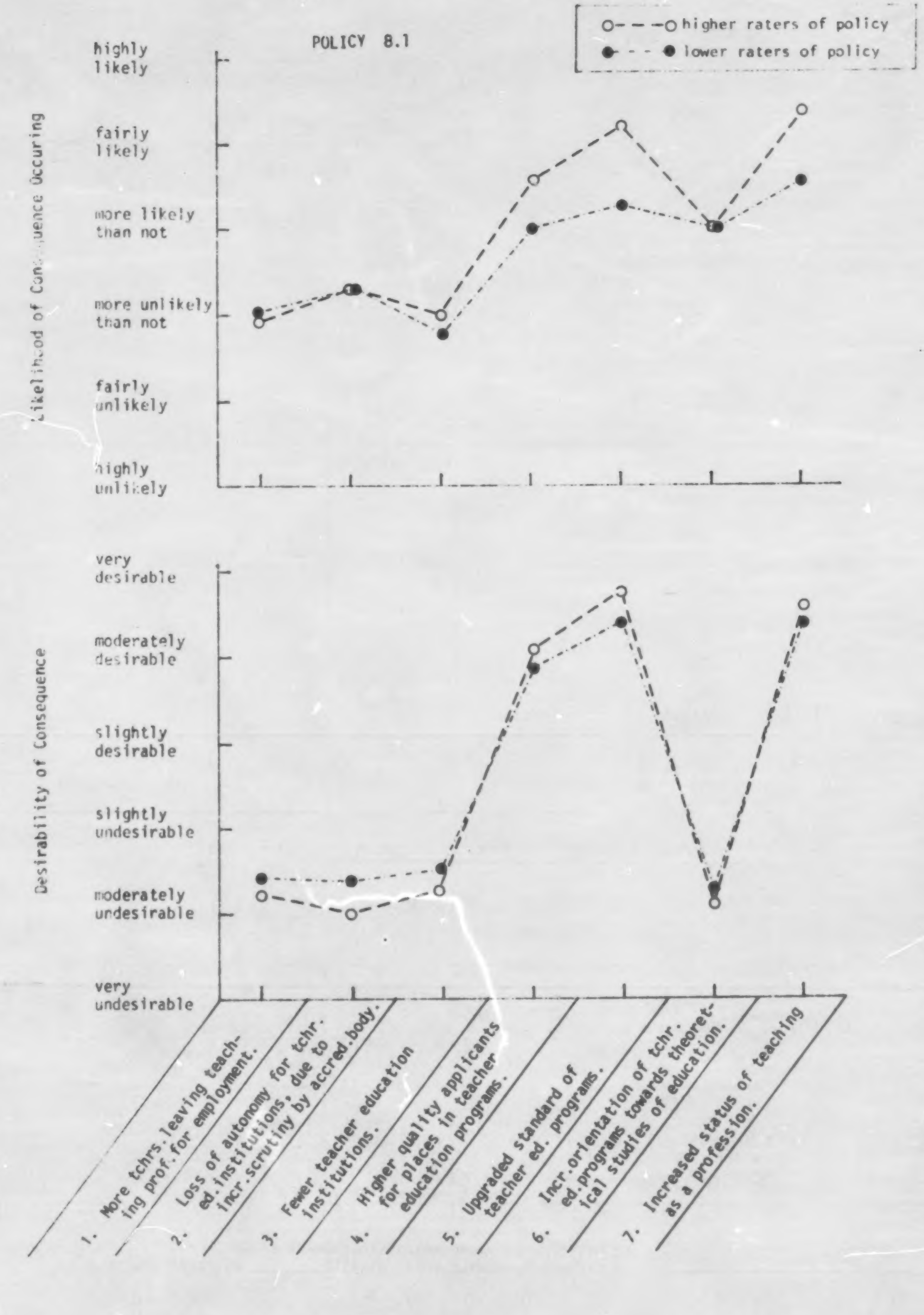

Fig. A - 8.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 8.1:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 8.1 All accredited three of four year teacher education programs shall be degree courses.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.2	5.0	5.2	4.4	4.1	4.7	
Consequences								
More teachers leaving teaching profession for alternative employment.	Likelihood	2.7	2.6	2.8	3.1	3.3	3.2	
	Desirability	*3.0*	*2.1*	*2.5*	*1.9*	*2.2*	*2.2*	
Loss of autonomy for teacher education institutions due to increased scrutiny by accrediting body.	Likelihood	2.8	2.8	3.1	3.4	3.8	3.9	**
	Desirability	*1.6*	*2.2*	*2.2*	*2.1*	*2.7*	*2.5*	
Fewer teacher education institutions.	Likelihood	2.5	3.1	2.7	3.1	3.0	3.2	
	Desirability	*2.5*	*3.4*	*2.2*	*1.8*	*2.0*	*2.6*	*
Higher quality of applicants for places in teacher education programs.	Likelihood	3.9	3.9	4.5	4.3	4.3	4.8	
	Desirability	*5.0*	*5.7*	*5.4*	*4.5*	*4.7*	*4.7*	**
Upgraded standard of teacher education programs.	Likelihood	4.5	4.7	4.8	4.9	4.8	4.9	
	Desirability	*5.4*	*5.9*	*5.9*	*5.4*	*5.6*	*5.4*	**
Increased orientation of teacher education programs towards theoretical studies of education.	Likelihood	4.2	3.6	3.8	4.1	3.9	4.2	
	Desirability	*2.1*	*2.5*	*2.5*	*1.9*	*2.1*	*1.9*	
Increased status of teaching as a profession.	Likelihood	4.8	5.0	5.0	5.2	4.7	5.3	
	Desirability	*5.2*	*5.9*	*5.7*	*5.6*	*5.4*	*5.2*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 8.2 Pre-service teacher preparation shall be a minimum of four years.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.4 (slightly to moderately desirable)

Group differences:

significant differents among respondent groups, with academics and parents rating the policy as moderately desirable, while administrators, teachers and student teachers rated it slightly desirable.

Extent of Knowlege of Policy

Group differences:

significant differences among the groups with academics rating their knowledge as extensive, administrators, teachers and student teachers rating their knowledge as moderate, and parents judging their knowledge as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) beginning teachers with greater teaching effectiveness;

(6) upgraded standard of teacher education programs;

(7) upgraded standard of teaching in schools;

Moderately desirable:

1) increased status of teaching as a profession;

(4) more practice teaching in teacher education programs;

Slightly undesirable:

(3) increased drop-out rate among student teachers.

Respondents judged that it would be slightly undesirable if funds used for this policy could, in fact, have been used more beneficially to expand in-service education programs (5) but doubted that this would be so.

Influences of Consequences on Policy Ratings

Cagegorization of respondents by policy rating:

higher raters (102): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (60): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that desirable consequences 1, 2, 4, 6 and 7 would occur and, for all but consequence 4, were also convinced of their desirability. With the potentially undesirable consequences 3 and 5, the higher raters were more confident that they would not occur.

Those most favourably disposed to the policy were more confident that it would upgrade teacher education, allow for practical teaching experience within it, and graduate better prepared teachers. They were less inclined to expect an increased drop-out during training or to believe that funds could be better committed to in-service education.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences beyond those attributable to differences between those rating the policy moderately desirable or better and those giving it any lesser rating.

GENERAL COMMENT

This policy gained only slight support. Its implementation would be expected to produce better graduates for initial employment as teachers and to lead to better teaching in the schools and enhanced status for the profession but respondents were concerned that the funds required might be better committed to in-service education. They appear to believe that greater benefits would come from additional post-experience education than from a further year of pre-service education. The groups which most favoured the extension of initial teacher education courses to four years were the academic groups who would provide it and the parents.

TABLE A - 8.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.2 Pre-service teacher preparation shall be a minimum of four years.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.3	4.0
Heads of Teacher Education Programs	4.4	4.6
Lecturers in Teacher Education Programs	3.8	5.1
Teachers	3.3	4.1
Office Bearers in Local School Parents' Organizations	2.2	4.5
Student Teachers	3.1	4.2
Overall Means (unweighted)	3.4	4.4
Significance Tests:		
F ratio	33.0	3.5
Probability	<.001	<.006

Rank of Policy:

by overall mean desirability	=	59
by degree of consensus among groups	=	56
by degree of consensus within groups	=	58

TABLE A - 8.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

8.2 Pre-service teacher preparation shall be a minimum of four years.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.0	
Consequences Increased status of teaching as a profession.	Likelihood	4.9	4.4	4.6 **
	Desirability	5.7	5.2	5.4 **
Beginning teachers with greater teaching effectiveness.	Likelihood	4.6	3.7	4.2 **
	Desirability	5.7	5.4	5.5 **
Increased drop-out rate among student teachers.	Likelihood	3.6	4.4	4.0 **
	Desirability	3.0	2.5	2.8 *
More practice teaching in teacher education programs.	Likelihood	4.8	4.4	4.6 *
	Desirability	5.3	5.1	5.2
Less beneficial use of resources than if they were directed to expansion of in-service programs.	Likelihood	2.9	4.2	3.5 **
	Desirability	2.2	2.0	2.1
Upgraded standard of teacher education programs.	Likelihood	5.0	4.1	4.6 **
	Desirability	5.8	5.3	5.5 **
Upgraded standard of teaching in the schools.	Likelihood	4.8	3.8	4.3 **
	Desirability	5.9	5.7	5.8 *

** differences among means significant at .01 level
* differences among means significant at .05 level

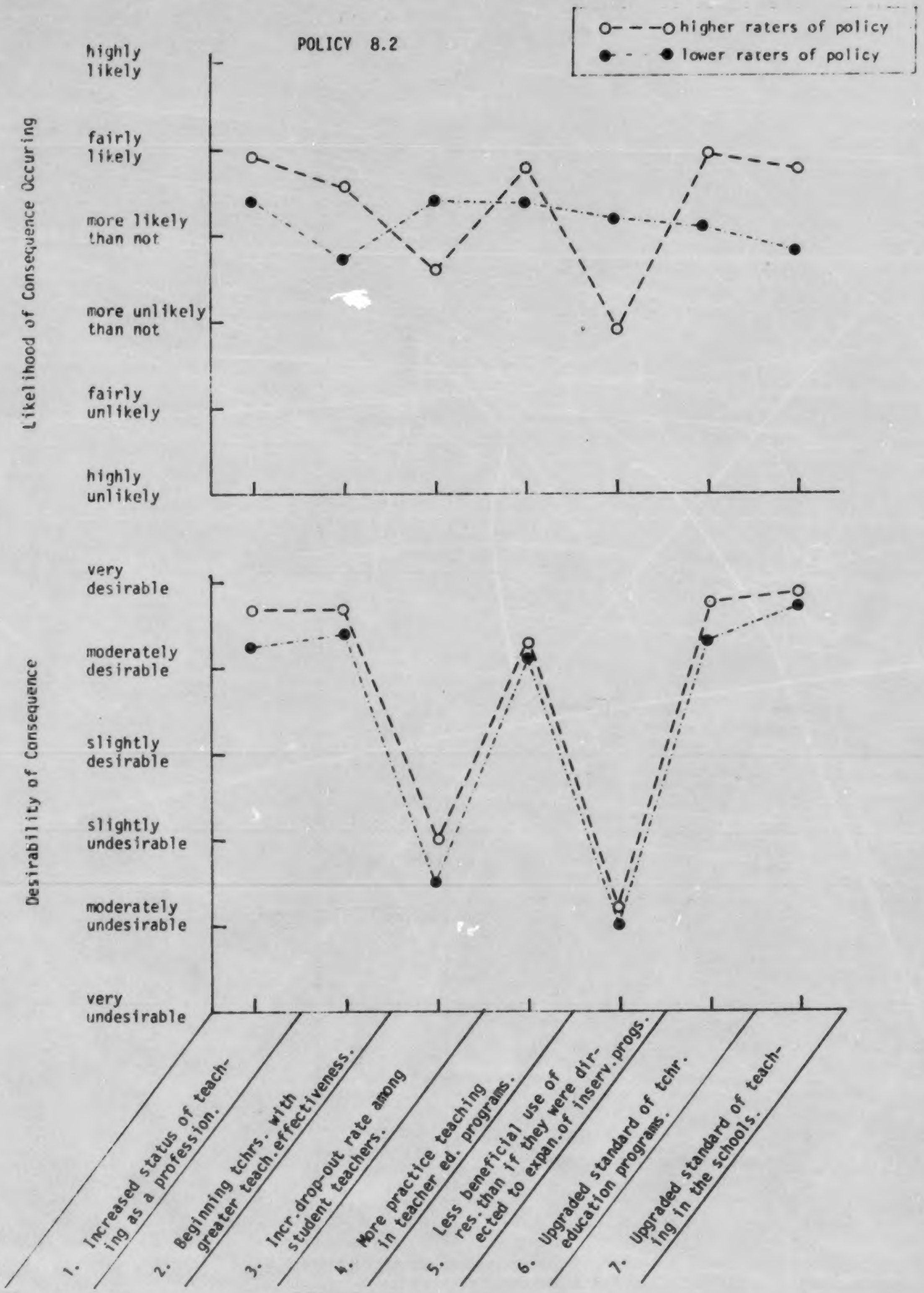

Fig. A - 8.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 8.3 The time taken by a student teacher to complete a teacher education program shall not be fixed but rather be dependent entirely on how quickly he develops the skills required by the program.

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.4 (neutral)

Group differences:

significant differences among groups in their rating of this policy with administrators and heads of programs rating it moderately undesirable while all others rated it slightly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with academics rating their knowledge of the policy as extensive; administrators, teachers and student teachers rating their knowledge as moderate while parents judged their knowledge to be limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) more students pursuing individual programs of study within teacher education institutions;

Slightly desirable:

(2) increased investment of resources in evaluation of performance of student teachers;

(6) less time invested for those who quickly develop skills and knowledge required;

Slightly undesirable:

(3) more variability between institutions in standard of teacher education programs;

Moderately undesirable:

(4) decreased emphasis on providing student teachers with a broad general education.

Respondents judged that the development of clearly delineated standards of teaching competence (7) would be slightly desirable and that more superficial learning by student teachers (5) would be moderately undesirable but considered neither of these to be likely consequences of the policy, in fact considered the latter to be quite unlikely.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (59): policy rating ≥ 5('moderately' to 'highly desirable')
lower raters (102): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more convinced than lower raters of the desirability of consequences 1 and 6 and less convinced of the undesirability of 3, in fact thinking it slightly desirable. They were also more convinced that the potentially desirable consequence 7 would occur.

Those most favourably disposed to the policy believed the individualization of teacher education to be more desirable than those not so strongly committed. They were also more confident that it would lead to clearly delineated standards of teaching competence. Those not well disposed to the policy simply doubted that such delineation could occur.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. The academics were most inclined and the senior administrators least inclined to think desirable the development of individual study programs for student teachers. Parents and teachers did not think that more superficial understanding of some areas by student teachers would be undesirable though all other groups did. These two groups were also less convinced of the undesirability of reducing the emphasis on general education within teacher education.

GENERAL COMMENT

This policy gained no overall support. Although its implementation would be expected to have positive outcomes through more precise specification of teaching competence and more careful assessment of the student teacher's performance, there was clearly concern that this gain would be at the expense of valuable general features of the teacher's education. Although those who favoured the policy thought the opportunity for students to abbreviate their courses through speedy acquisition of the required skill was desirable, those not favouring the policy thought such a provision would be undesirable.

TABLE A - 8.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.3 The time taken by a student teacher to complete a teacher education program shall not be fixed but rather be dependent entirely on how quickly he develops the skills required by the program.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	2.8	2.8
Heads of Teacher Education Programs	4.3	2.8
Lecturers in Teacher Education Programs	3.5	4.1
Teachers	3.1	3.7
Office Bearers in Local School Parents' Organizations	2.1	4.2
Student Teachers	2.9	3.7
Overall Means (unweighted)	3.1	3.4
Significance Tests:		
F ratio	18.0	3.1
Probability	<.001	<.01

Rank of Policy:

by overall mean desirability = 73
by degree of consensus among groups = 52
by degree of consensus within groups = 67

TABLE A - 8.3:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.3 The time taken by a student teacher to complete a teacher education program shall not be fixed but rather be dependent entirely on how quickly he develops the skills required by the program.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	2.9	
Consequences				
More students pursuing individual programs of study within teacher education institutions.	Likelihood	4.9	4.5	4.7 *
	Desirability	5.0	4.1	4.5 **
Increased investment of resources in evaluation of performance of student teachers.	Likelihood	4.6	4.5	4.6
	Desirability	4.3	4.2	4.3
More variability between institutions in standard of teacher education programs.	Likelihood	4.1	4.4	4.3
	Desirability	3.7	3.0	3.3 **
Decreased emphasis on providing student teachers with a broad general education.	Likelihood	3.6	3.9	4.7
	Desirability	2.2	2.2	2.2
More superficial understanding by the student teacher of various areas of education.	Likelihood	3.5	3.8	3.7
	Desirability	2.3	2.2	2.2
Less time invested for those who quickly develop skills and knowledge required.	Likelihood	4.7	4.9	4.8
	Desirability	4.3	3.4	3.8 **
Development of clearly delineated standards of teaching competence.	Likelihood	4.2	3.6	3.9 **
	Desirability	4.5	4.1	4.3

** differences among means significant at .01 level
* differences among means significant at .05 level

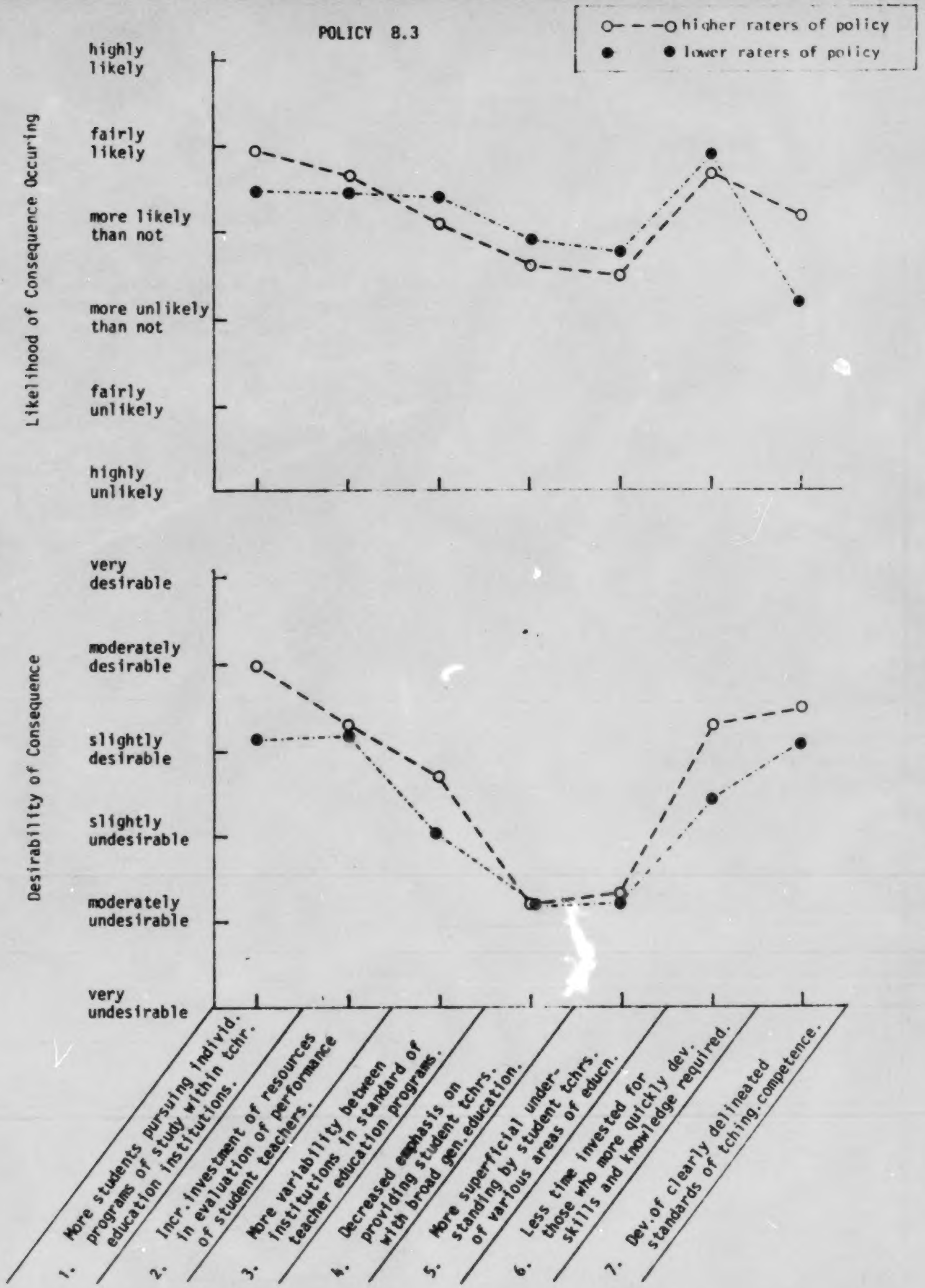

Fig. A - 8.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 8.3:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 8.3 The time taken by a student teacher to complete a teacher education program shall not be fixed but rather be dependent entirely on how quickly he develops the skills required by the program.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		2.8	2.8	4.1	3.7	4.2	3.7	
Consequences								
More students pursuing individual programs of study within teacher education institutions.	Likelihood	5.1	4.9	4.7	4.4	4.4	4.9	
	Desirability	*3.9*	*5.1*	*5.1*	*4.4*	*4.2*	*4.7*	**
Increased investment of resources in evaluation of performance of student teachers.	Likelihood	4.6	4.8	4.5	4.6	4.3	4.5	
	Desirability	*4.0*	*4.1*	*4.6*	*4.7*	*4.0*	*4.3*	
More variability between institutions in standard of teacher education programs.	Likelihood	4.7	4.8	4.3	4.1	3.5	4.2	*
	Desirability	*4.0*	*3.4*	*3.4*	*3.3*	*3.7*	*2.7*	
Decreased emphasis on providing student teachers with a broad general education.	Likelihood	3.7	4.0	3.4	4.1	3.7	3.7	
	Desirability	*1.8*	*1.6*	*2.1*	*2.9*	*2.7*	*2.1*	**
More superficial understanding by the student teacher of various areas of education.	Likelihood	4.3	3.8	3.3	3.3	3.7	3.7	
	Desirability	*1.6*	*1.2*	*1.7*	*4.0*	*3.4*	*2.3*	**
Less time invested for those who quickly develop skills and knowledge required.	Likelihood	4.8	5.2	4.7	4.4	4.9	4.9	
	Desirability	*3.1*	*3.7*	*4.0*	*3.7*	*4.6*	*3.8*	
Development of clearly delineated standards of teaching competence.	Likelihood	3.[illegible]	3.8	4.1	4.4	3.9	4.2	
	Desirability	*3.9*	*4.8*	*4.6*	*4.4*	*2.3*	*4.0*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 8.4 In three or four year teacher education programs, two years of general tertiary education shall precede professional preparation for teaching.

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.4 (neutral)

Group differences:

no significant differences among respondent groups in their judgments of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with academics rating their knowledge of the policy as extensive; administrators, teachers and student teachers rating their knowledge as moderate, and parents rating their knowledge as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) time for students to alter choice of vocation without loss of credits for courses completed;

(5) greater proportion of new teachers with teaching as their first career choice;

Slightly desirable:

(3) increased age at which student teachers begin practice teaching;

Slightly undesirable:

(2) delay for students between entering teacher education program and discovering if they are suited to teaching;

(6) greater separation of subject matter (e.g. mathematics,history) from methods of teaching it;

(7) fewer students deciding to continue to professional preparation part of teacher education program;

Moderately undesirable:

(4) less time for students to develop teaching skills.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (76): policy rating ≥ 4 (any 'desirable' response)
lower raters (84): policy rating < 4 (any 'undesirable' response)

Differences between higher and lower raters:

> Higher raters of the policy were more attracted to the advantages of delaying entry to the practical components of teacher education because it allowed students to delay their decision to continue with those finally proceeding being older and more committed when they commence practice teaching than they would otherwise be. Those not favouring the policy were more worried by the effect of thus isolating and delaying teaching experience, particularly for students whose realization that teaching is not suitable for them will not occur until their first classroom experience.

Group Differences

There were no significant differences among the original respondent groups' judgment of consequences, beyond those attributable to differences between those rating the policy desirable and those rating it undesirable.

GENERAL COMMENT

This policy did not meet with approval. Its implementation would be expected to have some advantages, allowing as it would a delay in the student's first experience of practice teaching. Although that was seen to have the potential of making the experience more successful and rewarding, it was also seen to have the disadvantages of denying students the possibility of early warning of their own unsuitability to teaching and of separating theoretical and practical studies.

TABLE A - 8.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.4 In three or four year teacher education programs, two years of general tertiary education shall precede professional preparation for teaching.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.3	2.7
Heads of Teacher Education Programs	4.5	2.9
Lecturers in Teacher Education Programs	3.7	3.4
Teachers	3.1	4.0
Office Bearers in Local School Parents' Organizations	2.4	3.9
Student Teachers	3.0	3.2
Overall Means (unweighted)	3.3	3.4
Significance Tests:		
F ratio	22.2	2.2
Probability	<.001	>.05

Rank of Policy:

by overall mean desirability = 75
by degree of consensus among groups = 45
by degree of consensus within groups = 76

TABLE A - 8.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.4 In three or four year teacher education programs, two years of general tertiary education shall precede professional preparation for teaching.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		4.8	2.2	
Consequences Time for students to alter choice of vocation without loss of credits for courses completed.	Likelihood	4.8	4.8	4.8
	Desirability	5.2	4.6	4.9 **
Delay for students between entering teacher education program and discovering if they are suited to teaching.	Likelihood	4.6	5.0	4.8 *
	Desirability	2.9	2.4	2.6 *
Increased age at which student teachers begin practice teaching.	Likelihood	5.0	5.2	5.1
	Desirability	4.4	3.4	3.9 **
Less time for students to develop teaching skills.	Likelihood	3.6	4.4	4.0 **
	Desirability	2.2	2.0	2.1
Greater proportion of new teachers with teaching as their first career choice.	Likelihood	4.4	4.0	4.2 **
	Desirability	5.1	4.9	5.0
Greater separation of subject matter (e.g. mathematics, history) from methods of teaching it.	Likelihood	4.1	4.5	4.3 *
	Desirability	3.0	2.3	2.7 **
Fewer students deciding to continue to professional preparation part of teacher education program.	Likelihood	3.7	4.0	3.9 *
	Desirability	3.0	2.7	2.9

** differences among means significant at .01 level
* differences among means significant at .05 level

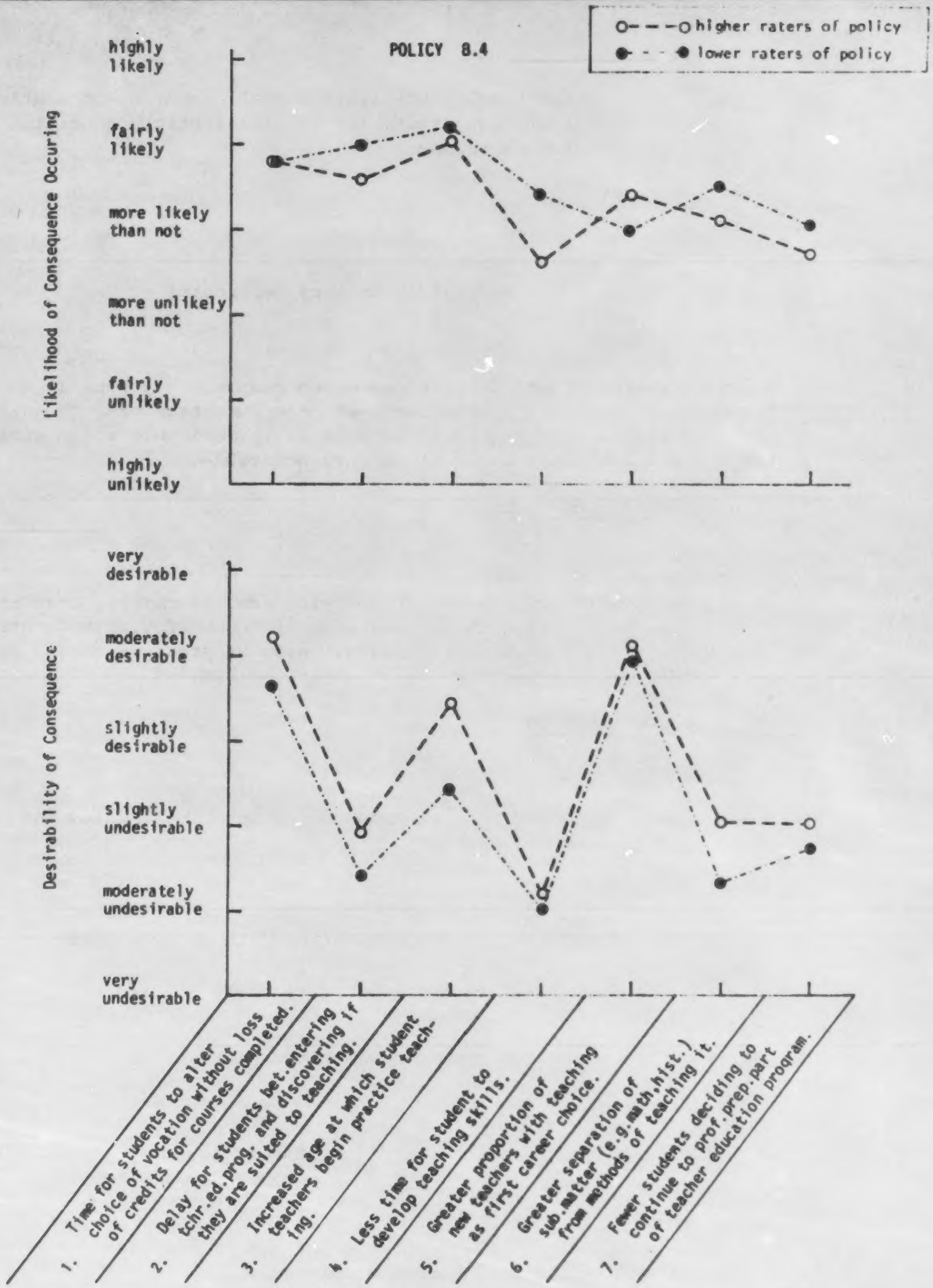

Fig. A - 8.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 8.5 Pre-service teacher preparation shall occur concurrently with, rather than after, the general tertiary education of the student teacher.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.3 (moderately to very desirable)

Group differences:

marginally significant differences among respondent groups in their judgment of this policy with heads of programs, teachers, parents and student teachers rating it as moderately desirable while administrators and lecturers rated it as very desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with administrators, teachers and student teachers rating their knowledge of the policy as moderate; lecturers rating theirs as extensive, heads of programs theirs as very extensive, but parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(2) closer integration of subject matter with methods of teaching it;

(3) earlier opportunities for student teachers to discover if they are suited to teaching;

(6) more time for students to develop teaching skills;

Slightly desirable:

(4) increased vocational orientation of tertiary programs;

Slightly undesirable:

(1) more difficulty for students to opt out of teaching without loss of credits for courses completed.

Respondents judged that it would be undesirable if teacher education institutions lost their autonomy (5) or reduced the diversity in the structures of their programs (7), but judged neither of these to be likely consequences of implementing the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (89): policy rating = 6 ('very desirable')
lower raters (74): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the three moderately desirable consequences, 2, 3 and 6, would occur and more convinced of their desirability. They were also more convinced of the desirability of 4. Higher raters were also more confident that the undesirable consequences 1, 5 and 7 would not occur.

Those rating the policy more highly were more convinced of its value in facilitating integration of theoretical and practical studies and in providing students with an early opportunity to judge their own liking of classroom teaching. They were also more doubtful of a loss of flexibility for both students and programs occurring.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. Teachers and parents thought it more likely that there would be less diversity in programs offering though they were not as convinced as the academic groups of the undesirability of that. Teachers were more doubtful that a loss of institutional autonomy would be avoided though again they were not as concerned about this as were the academic groups and, in this case, the senior administrators.

GENERAL COMMENT

This policy gained moderate support. Its implementation would be expected to facilitate integration of theoretical and practical studies, to give students an early opportunity to discover their liking for classroom teaching and more time during their programs in which to develop their skills at it. The reservations which some had related more to an overall loss of diversity within the system if concurrent programs were the only ones available.

TABLE A - 8.5:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.5 Pre-service teacher preparation shall occur concurrently with, rather than after, the general tertiary education of the student teacher.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.2	5.7
Heads of Teacher Education Programs	4.7	5.4
Lecturers in Teacher Education Programs	4.1	5.5
Teachers	3.0	4.8
Office Bearers in Local School Parents' Organizations	2.3	5.0
Student Teachers	3.3	5.2
Overall Means (unweighted)	3.4	5.3
Significance Tests:		
F ratio	32.4	2.5
Probability	<.001	<.03

Rank of Policy:

by overall mean desirability = 31=
by degree of consensus among groups = 48
by degree of consensus within groups = 39

TABLE A - 8.5:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.5 Pre-service teacher preparation shall occur concurrently with, rather than after, the general tertiary education of the student teacher.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.4	
Consequences				
More difficulty for students to opt out of teaching without loss of credits for courses completed.	Likelihood	4.0	4.5	4.3 **
	Desirability	2.7	2.7	2.7
Closer integration of subject matter with methods of teaching it.	Likelihood	5.1	4.6	4.9 **
	Desirability	5.3	4.8	5.1 **
Equal opportunity for student teachers to discover if they are suited to teaching.	Likelihood	5.2	4.7	4.9 **
	Desirability	5.6	5.1	5.3 **
Increased vocational orientation of tertiary programs.	Likelihood	4.8	4.5	4.6
	Desirability	4.9	3.9	4.4 **
Loss of freedom of teacher education institution to decide forms of its program.	Likelihood	2.7	3.2	3.0 **
	Desirability	1.9	2.3	2.1 **
More time for students to develop teaching skills.	Likelihood	5.0	4.6	4.8 **
	Desirability	5.4	4.9	5.2 **
Less diversity in structure of teacher education programs.	Likelihood	3.2	3.5	3.3 *
	Desirability	2.6	2.7	2.6

** differences among means significant at .01 level
* differences among means significant at .05 level

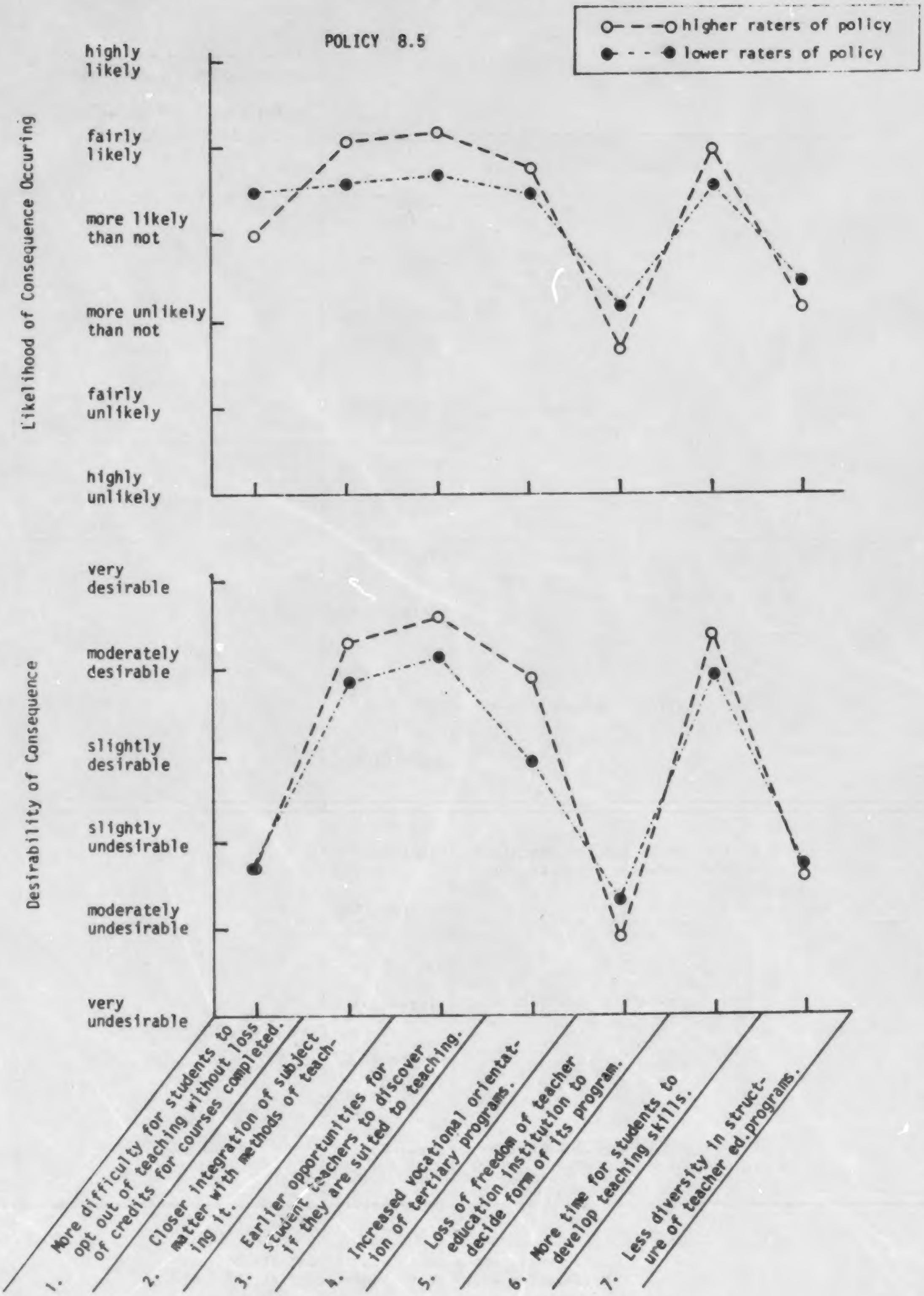

Fig. A - 8.5 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 8.5:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 8.5 Pre-service teacher preparation shall occur concurrently with, rather than after, the general tertiary education of the student teacher.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.7	5.4	5.5	4.8	5.0	5.2	
Consequences								
More difficulty for students to opt out of teaching without loss of credits for courses completed.	Likelihood	4.6	4.4	4.3	4.3	4.0	4.2	
	Desirability	*3.4*	*2.1*	*2.6*	*2.7*	*3.1*	*2.8*	*
Closer integration of subject matter with methods of teaching it.	Likelihood	5.1	4.9	4.7	4.8	4.7	5.0	
	Desirability	*5.2*	*4.9*	*5.0*	*5.1*	*5.0*	*5.1*	
Equal opportunity for student teachers to discover if they are suited to teaching.	Likelihood	4.8	5.0	5.0	4.9	4.6	5.2	
	Desirability	*5.3*	*5.2*	*5.3*	*5.3*	*5.7*	*5.5*	
Increased vocational orientation of tertiary programs.	Likelihood	4.5	5.0	4.7	4.5	4.4	4.6	
	Desirability	*3.9*	*4.5*	*4.3*	*4.5*	*4.9*	*4.4*	
Loss of freedom of teacher education institution to decide forms of its program.	Likelihood	2.6	2.6	2.9	3.6	3.1	3.1	**
	Desirability	*1.9*	*1.5*	*1.8*	*2.3*	*2.7*	*2.5*	**
More time for students to develop teaching skills.	Likelihood	4.9	5.0	4.8	4.5	4.5	4.9	*
	Desirability	*5.4*	*4.8*	*5.2*	*5.1*	*5.1*	*5.4*	
Less diversity in structure of teacher education programs.	Likelihood	3.3	2.9	2.8	3.9	3.8	3.4	**
	Desirability	*3.2*	*1.7*	*2.1*	*3.1*	*3.4*	*2.5*	**

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 8.6 Choice of speciality (e.g. pre-school) shall be deferred at least until after the first year of a three or four year teacher preparation program.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.6 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with heads of programs rating their knowledge very extensive, lecturers rating their knowledge extensive, and senior administrators, teachers and parents rating their knowledge as moderate, while student teachers rated their knowledge very limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) students more satisfied with choice of speciality;

(7) more awareness of possible specialities before selection is made;

Moderately desirable:

(2) broader knowledge of education;

(3) reduced drop-out rate among student teachers;

Slightly undesirable:

(6) delay for students who have chosen a speciality before commencing program.

Respondents judged that a more superficial first year in teacher education (1) and a greater drop-out of students in first year (5) would be slightly undesirable but considered neither of these to be likely consequences of the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (104): policy rating = 6 ('very desirable')
lower raters (58): policy rating < 6 (any response less than 'very desirable)

Differences between higher and lower raters:

There were no significant differences among higher and lower raters of the policy in thier judgments of the consequences.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences but they occurred primarily on the two consequences judged to be unlikely. In fact, teachers, student teachers and parents thought that it would be more likely than not that the first year would be superficial; a view not shared by the others,particularly heads of programs who wereconvinced it was moderately unlikely. On the possibility of an increased drop-out in first year, teachers thought this more likely and heads of programs less likely than did the other groups.

GENERAL COMMENT

This policy was strongly supported. Its implementation would be expected to allow students to make better informed choices of speciality with which they would ultimately be happier and to experience a broader education. Fewer drop-outs in first year would be expected if the policy were implemented.

TABLE A - 8.6:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.6 Choice of specialty (e.g. pre-school) shall be deferred at least until after the first year of a three or four year teacher preparation program.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.2	5.5
Heads of Teacher Education Programs	4.8	5.7
Lecturers in Teacher Education Programs	3.7	5.7
Teachers	3.2	5.4
Office Bearers in Local School Parents' Organizations	2.6	5.5
Student Teachers	1.1	5.5
Overall Means (unweighted)	3.1	5.6
Significance Tests:		
F ratio	25.4	1.0
Probability	<.001	>.4

Rank of Policy:

by overall mean desirability = 18
by degree of consensus among groups = 19
by degree of consensus within groups = 18=

TABLE A - 8.6:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.6 Choice of speciality (e.g. pre-school) shall be deferred at least until after the first year of a three or four year teacher preparation program.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.2	4.8	
Consequences				
More superficial study in first year of teacher education programs.	Likelihood	3.1	3.6	3.4
	Desirability	*2.6*	*2.9*	*2.8*
Broader knowledge of education.	Likelihood	5.0	4.4	4.7
	Desirability	*5.6*	*5.1*	*5.4*
Reduced drop-out rate among student teachers.	Likelihood	3.8	3.6	3.7
	Desirability	*4.6*	*4.6*	*4.6*
Students more satisfied with choice of speciality.	Likelihood	5.0	4.7	4.8
	Desirability	*5.7*	*5.5*	*5.6*
More students drop out of teacher education program during first year of program.	Likelihood	3.1	3.0	3.1
	Desirability	*3.1*	*3.0*	*3.1*
Delay for students who have chosen a speciality before commencing program.	Likelihood	4.2	4.2	4.2
	Desirability	*3.6*	*3.2*	*3.4*
More awareness of possible specialities before selection is made.	Likelihood	5.4	5.1	5.2
	Desirability	*5.8*	*5.6*	*5.7*

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 8.6:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 8.6 Choice of speciality (e.g. pre-school) shall be deferred at least until after the first year of a three or four year teacher preparation program.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.5	5.7	5.7	5.4	5.5	5.5	
Consequences								
More superficial study in first year of teacher education programs.	Likelihood	2.5	1.9	2.9	4.1	3.7	4.1	**
	Desirability	*2.0*	*1.4*	*2.1*	*3.4*	*3.8*	*3.4*	
Broader knowledge of education.	Likelihood	4.5	5.0	4.8	4.7	4.6	4.6	
	Desirability	*5.5*	*5.4*	*5.5*	*5.4*	*5.3*	*5.1*	*
Reduced drop-out rate among student teachers.	Likelihood	3.5	3.4	3.8	3.7	4.2	3.5	
	Desirability	*4.7*	*4.3*	*4.4*	*4.5*	*5.2*	*4.7*	
Students more satisfied with choice of speciality.	Likelihood	4.5	4.9	4.9	4.7	5.0	4.9	
	Desirability	*5.3*	*5.8*	*5.6*	*5.5*	*5.8*	*5.6*	
More students drop out of teacher education program during first year of program.	Likelihood	2.7	2.2	3.1	3.7	2.8	3.2	**
	Desirability	*3.2*	*3.1*	*3.1*	*3.5*	*2.7*	*2.9*	
Delay for students who have chosen a speciality before commencing program.	Likelihood	3.8	4.5	4.2	4.3	3.8	4.3	
	Desirability	*3.3*	*4.2*	*3.5*	*3.2*	*3.3*	*3.1*	
More awareness of possible specialities before selection is made.	Likelihood	4.8	5.6	5.2	5.1	5.1	5.4	*
	Desirability	*5.3*	*5.8*	*5.6*	*5.7*	*5.6*	*5.8*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 8.7 Three and four year teacher education programs shall be structured so that the student teachers have the opportunity to alter their choice of vocation in the early part of their studies.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.7 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of the Policy

Group differences:

significant differences among the groups with heads of programs rating their knowledge as extensive, parents rating theirs as limited and the remaining groups theirs as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) upgraded standard of teaching in schools;

Moderately desirable:

(1) increased morale among student teachers;

(5) more students who find they are unsuited to teaching drop out of teacher education program before completing it;

(6) greater proportion of new teachers with teaching as their first career choice;

(7) teachers staying in teaching profession longer.

Respondents judged that short term staff shortages (2) and less committed teachers (3) would be moderately undesirable but were not likely to be consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (118): policy rating = 6 ('very desirable')
lower raters (34): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

There were no significant differences between high and low raters of the policy in their judgments of the consequences.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy received strong support. Its implementation would be expected to facilitate earlier self-selection among students in teacher education programs so that those who find themselves unsuited to teaching are able to drop out and not obliged to persevere. Morale among student teachers and ultimately performance among teachers would be expected to be higher.

TABLE A - 8.7:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.7 Three and four year teacher education programs shall be structured so that the student teachers have the opportunity to alter their choice of vocation in the early part of their studies.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.0	5.7
Heads of Teacher Education Programs	4.5	5.5
Lecturers in Teacher Education Programs	3.6	5.7
Teachers	3.2	5.8
Office Bearers in Local School Parents' Organizations	2.4	5.7
Student Teachers	3.2	5.8
Overall Means (unweighted)	3.3	5.7
Significance Tests:		
F ratio	16.3	0.4
Probability	<.001	>.8

Rank of Policy:

by overall mean desirability = 11=
by degree of consensus among groups = 4
by degree of consensus within groups = 12

TABLE A - 8.7:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.7 Three and four year teacher education programs shall be structured so that the student teachers have the opportunity to alter their choice of vocation in the early part of their studies.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.8	
Consequences				
Increased morale among student teachers.	Likelihood	4.8	4.1	4.5
	Desirability	5.6	5.4	4.5
Short term staff shortages as fewer teachers than required complete teacher education programs.	Likelihood	3.6	3.4	3.5
	Desirability	2.3	2.4	2.4
Student teachers less committed to teaching.	Likelihood	2.8	2.9	2.8
	Desirability	2.1	1.9	2.0
Upgraded standard of teaching in schools.	Likelihood	4.6	4.3	4.5
	Desirability	5.8	5.8	5.8
More students who find they are unsuited to teaching drop out of teacher education program before completing it.	Likelihood	4.7	4.5	4.6
	Desirability	5.3	5.0	5.1
Greater proportion of new teachers with teaching as their first career choice.	Likelihood	4.8	4.6	4.7
	Desirability	5.0	4.7	4.9
Teachers staying in teaching profession longer.	Likelihood	4.8	4.3	4.6
	Desirability	5.5	5.3	5.4

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 8.8 There shall be adequate provision within teacher education institutions for the retraining of ex-teachers seeking re-appointment as teachers.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.9 (very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators rating their knowledge of the policy area as extensive, parents rating theirs as limited and the remaining groups theirs as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) re-appointed teachers more confident of ability to teach;

(2) faster diffusion of new ideas, techniques, aids and curricula into classroom;

(3) reappointed teachers more familiar with new theory, curricula and methods of teaching;

(5) higher standard of teaching effectiveness in reappointed teachers;

Moderately desirable:

(4) more ex-teachers returning to teaching;

(6) rate at which teachers leave the profession decreased since retention rate of reappointed teachers higher than average.

Respondents judged that it would be undesirable if funds used to implement this policy could be used more beneficially to prepare students without teaching experience (7) but doubted that this would be likely to be the case.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (132): policy rating = 6 ('very desirable')
lower raters (16): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

There were no significant differences between higher and lower raters in their judgments of the consequences.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy was strongly supported. With its implementation returning teachers would be expected to be better informed, more able and more confident teachers. More former teachers would be expected to return to teaching and, on returning, to be less likely to withdraw than others who have not previously withdrawn.

TABLE A - 8.8:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.8 There shall be adequate provision within teacher education institutions for the re-training of ex-teachers seeking re-appointment as teachers.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	6.0
Heads of Teacher Education Programs	3.5	6.0
Lecturers in Teacher Education Programs	3.0	5.9
Teachers	3.3	5.8
Office Bearers in Local School Parents' Organizations	2.2	5.8
Student Teachers	2.9	5.8
Overall Means (unweighted)	3.2	5.9
Significance Tests:		
F ratio	7.7	0.8
Probability	<.001	>.5

Rank of Policy:

by overall mean desirability = 3
by degree of consensus among groups = 15
by degree of consensus within groups = 3

364

TABLE A - 8.8:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

8.8 There shall be adequate provision within teacher education institutions for the retraining of ex-teachers seeking reappointment as teachers.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.0	
Consequences				
Re-appointed teachers more confident of ability to teach.	Likelihood	5.3	5.0	5.2
	Desirability	5.7	5.6	5.7
Faster diffusion of new ideas, techniques, aids and curricula into classroom.	Likelihood	4.9	4.6	4.7
	Desirability	5.6	5.8	5.7
Reappointed teachers more familiar with new theory, curricula and methods of teaching.	Likelihood	5.3	5.1	5.2
	Desirability	5.8	5.7	5.7
More ex-teachers returning to teaching.	Likelihood	4.8	4.6	4.7
	Desirability	5.3	5.0	5.2
Higher standard of teaching effectiveness in reappointed teachers.	Likelihood	5.2	5.2	5.2
	Desirability	5.7	5.7	5.7
Rate at which teachers leave the profession decreased since retention rate of reappointed teachers higher than average.	Likelihood	4.6	4.6	4.6
	Desirability	5.3	5.3	5.3
Less beneficial use of resources than if directed to preparation of those without teaching experience.	Likelihood	2.5	2.6	2.6
	Desirability	2.2	2.6	2.4

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 8.9 Teacher education institutions shall cater for the preparation of teachers who wish to teach students other than school children, e.g. student nurses.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.6 (slightly to moderately desirable)

Group differences:

significant differences among the respondent groups in their judgments of the policy with administrators and academic groups rating it moderately desirable and the client groups rating it only slightly to moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups but with all rating their knowledge in the region limited to moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Moderately desirable:

(1) increased diversity of teacher education programs offered at teacher education institutions;

(2) increased scope for employment of graduates from teacher education programs;

(3) more economic use of resources available for teacher education;

(5) improved teaching in areas other than schools;

(7) increased interaction amongst those preparing for teaching in different fields;

Slightly undesirable:

(6) increased size of teacher education institutions.

Respondents judged that it would be moderately undesirable if resources committed to this policy were used less beneficially than they would be if committed to the rpeparation of school teachers (4), but were confident that this would not be the case.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (102): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (54): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 3, 5 and 7 would occur and more certain of their desirability. They were also more confident that the potentially undesirable consequence 4 would not occur and less certain of the undesirability of consequence 6.

Those most favourably disposed to the policy were more confident that the preparation within traditional teacher education programs of teachers for institutions other than schools would enrich the experience of students during their courses, generally improve teaching in a range of areas, broaden the employment opportunities for graduates and use resources more economically. They were also more certain that the resources could not better be used by furthering the traditional focus on the preparation of teachers for schools. Lower policy raters revealed more concern about institutions becoming large.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. The administrators and academic groups were more confident that the policy would lead to increased diversity in the programs offered and were more certain that this was desirable. They were also more certain that it was desirable to improve teaching in areas other than schools.

GENERAL COMMENT

This policy gained slight to moderate support. Apart for some concern about its potential for stimulating growth in institutions, the policy was considered likely to have only positive outcomes. They were outcomes for which respondents expressed moderate support but not sufficient for them to want to give the policy itself any strong endorsement.

TABLE A - 8.9:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 8.9 Teacher education institutions shall cater for the preparation of teachers who wish to teach students other than school children e.g. student nurses.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	2.8	4.9
Heads of Teacher Education Programs	3.0	4.9
Lecturers in Teacher Education Programs	2.9	4.9
Teachers	2.5	3.9
Office Bearers in Local School Parents' Organizations	2.1	4.3
Student Teachers	2.4	4.6
Overall Means (unweighted)	2.6	4.6
Significance Tests:		
F ratio	6.3	3.4
Probability	<.001	<.006

Rank of Policy:

by overall mean desirability = 53
by degree of consensus among groups = 55
by degree of consensus within groups = 44=

TABLE A - 8.9:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 8.9 Teacher education institutions shall cater for the preparation of teachers who wish to teach students other than school children e.g. student nurses.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	3.5	
Consequences Incr.diversity of teacher education programs offered at teacher education institutions.	**Likelihood**	5.0	4.6	4.8 **
	Desirability	*5.1*	*4.1*	*4.6* **
Increased scope for employment of graduates from teacher education programs.	**Likelihood**	4.7	4.3	4.5 **
	Desirability	*5.2*	*4.4*	*4.8* **
More economic use of resources available for teacher education.	**Likelihood**	4.7	4.1	4.4 **
	Desirability	*5.3*	*4.7*	*5.0* **
Less beneficial use of resources than if they were directed to preparation of school teachers.	**Likelihood**	2.8	3.4	3.1 **
	Desirability	*2.2*	*2.2*	*2.2*
Improved teaching in areas other than schools.	**Likelihood**	5.1	4.5	4.8 **
	Desirability	*5.6*	*5.1*	*5.4* **
Increased size of teacher education institutions.	**Likelihood**	5.0	4.9	5.0
	Desirability	*3.7*	*3.0*	*3.4* **
Increased interaction amongst those preparing for teaching in different fields.	**Likelihood**	5.2	4.7	5.0 **
	Desirability	*5.5*	*4.9*	*5.2* **

** differences among means significant at .01 level
* differences among means significant at .05 level

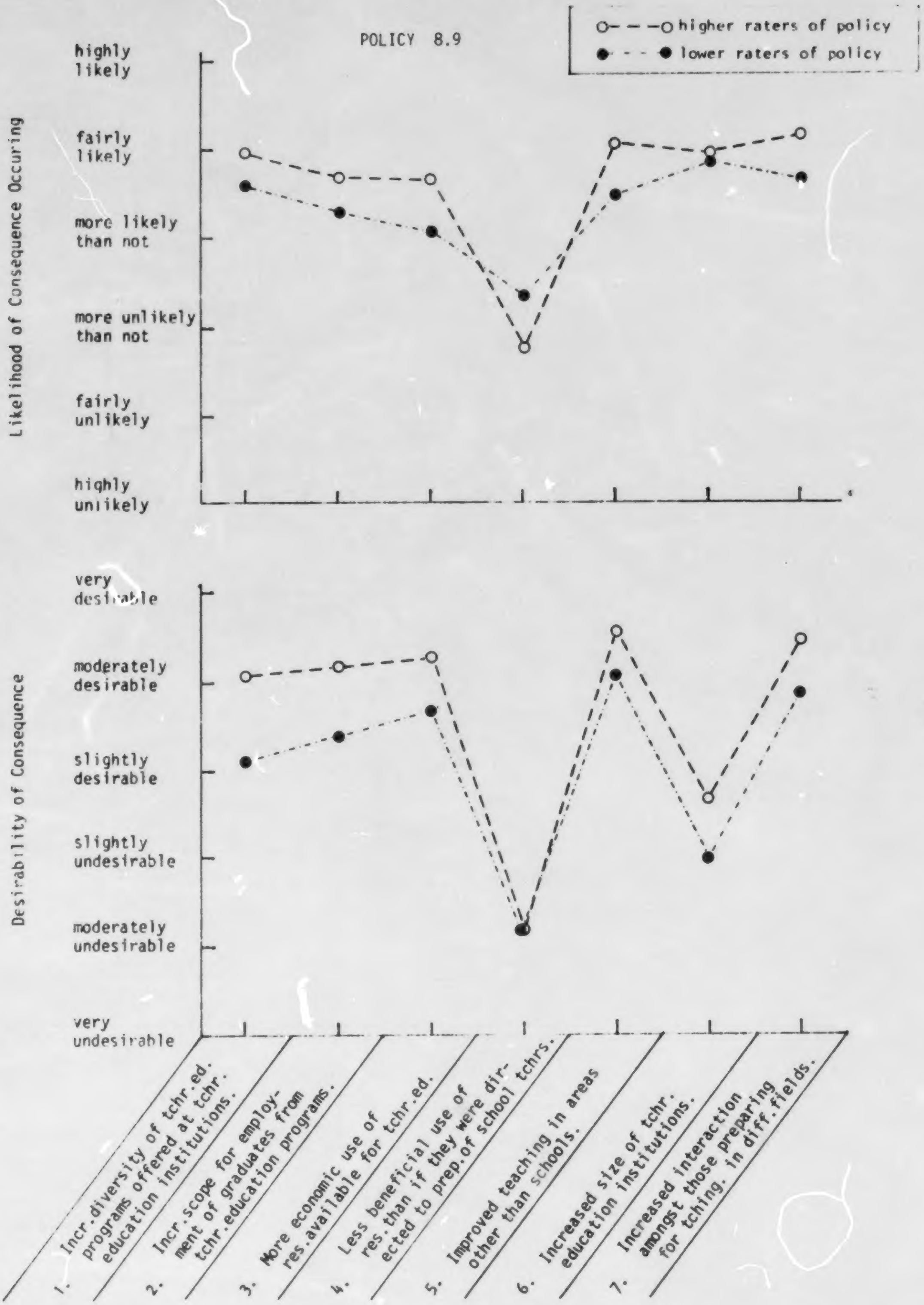

Fig A - 8.9 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 8.9:3

Mean Ratings by Groups of Respondents on Policy and Consequences of Policy Implementation

POLICY 8.9 Teacher education institutions shall cater for the preparation of teachers who wish to teach students other than school children, e.g. student nurses.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.9	4.9	4.9	3.9	4.3	4.6	
Consequences								
Increased diversity of teacher education programs offered at teacher education institutions.	Likelihood	5.0	5.1	5.0	4.7	4.5	4.7	*
	Desirability	4.9	5.0	4.9	4.3	4.3	4.4	**
Increased scope for employment of graduates from teacher education programs.	Likelihood	4.2	4.8	4.7	4.2	4.7	4.7	*
	Desirability	4.7	5.0	4.9	4.7	4.6	4.9	
More economic use of resources available for teacher education.	Likelihood	4.3	4.6	4.5	4.4	4.3	4.5	*
	Desirability	4.8	5.2	5.2	4.9	5.2	5.0	
Less beneficial use of resources than if they were directed to preparation of school teachers.	Likelihood	3.3	2.5	3.0	3.2	3.1	3.4	
	Desirability	2.4	2.0	1.9	2.6	2.1	2.3	
Improved teaching in areas other than schools.	Likelihood	5.0	5.2	4.7	4.6	4.7	4.7	*
	Desirability	5.4	5.5	5.5	5.3	5.1	5.2	**
Increased size of teacher education institutions.	Likelihood	5.1	4.8	5.0	5.0	5.1	6.0	
	Desirability	3.2	3.6	3.2	3.0	3.8	3.5	
Increased interaction amongst those preparing for teaching in different fields.	Likelihood	4.8	5.0	5.0	5.0	4.8	5.3	
	Desirability	5.2	5.5	5.4	5.2	4.6	5.3	**

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.1 Three-quarters or more of a three or four year teacher education program shall deal directly with theoretical studies in education and with teaching practice, as opposed to general studies in the humanities and sciences.

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.0 (slightly undesirable)

Group differences:

significant differences among respondent groups with parents rating it slightly desirable, teachers and student teachers being neutral, senior administrators and lecturers rating it slightly undesirable but heads of programs rating it moderately to very undesirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with groups own ratings of their knowledge of the policy area inversely related to their preference for it. Those claiming greatest knowledge about the policy were least inclined to favour it.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) beginning teachers with greater teaching competence;

Moderately desirable:

(5) more of those entering teacher education program do so because of a genuine desire to teach;

Slightly undesirable:

(3) increased difficulty for students to alter choice of vocation without loss of credits for courses completed;

Moderately undesirable:

(6) teachers with more superficial knowledge of subjects they are to teach;

(7) teachers with a narrower general education.

Respondents overall judged that improved teaching in schools (1) would be very desirable and decreased standard of teaching in schools (2) would be very undesirable but consider neither of these likely to be consequences of policy implementation.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (62): policy rating ≥ 4 (any 'desirable' response)
lower raters (87): policy rating < 4 (any 'undesirable' response)

Differences between higher and lower raters:

Higher raters, i.e. those thinking this policy desirable, thought the desirable consequences 1, 4 and 5 were likely to occur while those rating the policy undesirable thought they were not. Those approving the policy were also more confident that the undesirable consequences 2, 3, 6 and 7 would not occur and actually had less negative views of these consequences as well.

Those favourably disposed to this policy thought it would raise the standard of teaching in schools by providing more committed and better prepared beginning teachers thought they acknowledged that it would also produce teachers more narrowly prepared and less able to change to other vocational preparation. Those who disapproved the policy saw only these disadvantages as likely outcomes.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy desirable and those rating it undesirable.

GENERAL COMMENT

This policy was generally disapproved. Although its implementation was expected by some to produce teachers initially more competent in the classroom, there was real concern about the absence of a broad general education without which teachers would be likely to have only very superficial knowledge of the subject areas they teach.

TABLE A - 9.1.1
Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.1 Three-quarters or more of a three or four year teacher education program shall deal directly with theoretical studies in education and with teaching practice, as opposed to general studies in the humanities and sciences.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.0	3.0
Heads of Teacher Education Programs	4.6	1.5
Lecturers in Teacher Education Programs	3.8	2.7
Teachers	3.1	3.5
Office Bearers in Local School Parents' Organizations	2.4	3.8
Student Teachers	3.4	3.4
Overall Means (unweighted)	3.4	3.0
Significance Tests:		
F ratio	19.4	6.3
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 77
by degree of consensus among groups = 68=
by degree of consensus within groups = 77

TABLE A - 9.1:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.1 Three-quarters or more of a three or four year teacher education program shall deal directly with theoretical studies in education and with teaching practice as opposed to general studies in the humanities and sciences.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		4.7	1.9	
Consequences Upgraded standard of teaching in schools.	Likelihood	4.5	2.9	3.7 **
	Desirability	5.7	5.8	5.8
Decreased standard of teaching in schools.	Likelihood	2.1	3.5	2.8 **
	Desirability	1.5	1.1	1.3 **
Increased difficulty for students to alter choice of vocation without loss of credits for courses completed.	Likelihood	4.2	4.6	4.4 *
	Desirability	3.0	2.4	2.7 **
Beginning teachers with greater teaching competence.	Likelihood	4.8	3.4	4.1 **
	Desirability	5.6	5.6	5.6
More of those entering teacher education program do so because of a genuine desire to teach.	Likelihood	4.6	3.5	4.0 **
	Desirability	5.5	5.2	5.4
Teachers with more superficial knowledge of subjects they are to teach.	Likelihood	3.7	4.7	4.2 **
	Desirability	2.6	1.6	2.1 **
Teachers with a narrower general education.	Likelihood	3.7	5.1	4.4 **
	Desirability	2.1	1.5	1.8 **

** differences among means significant at .01 level
* differences among means significant at .05 level

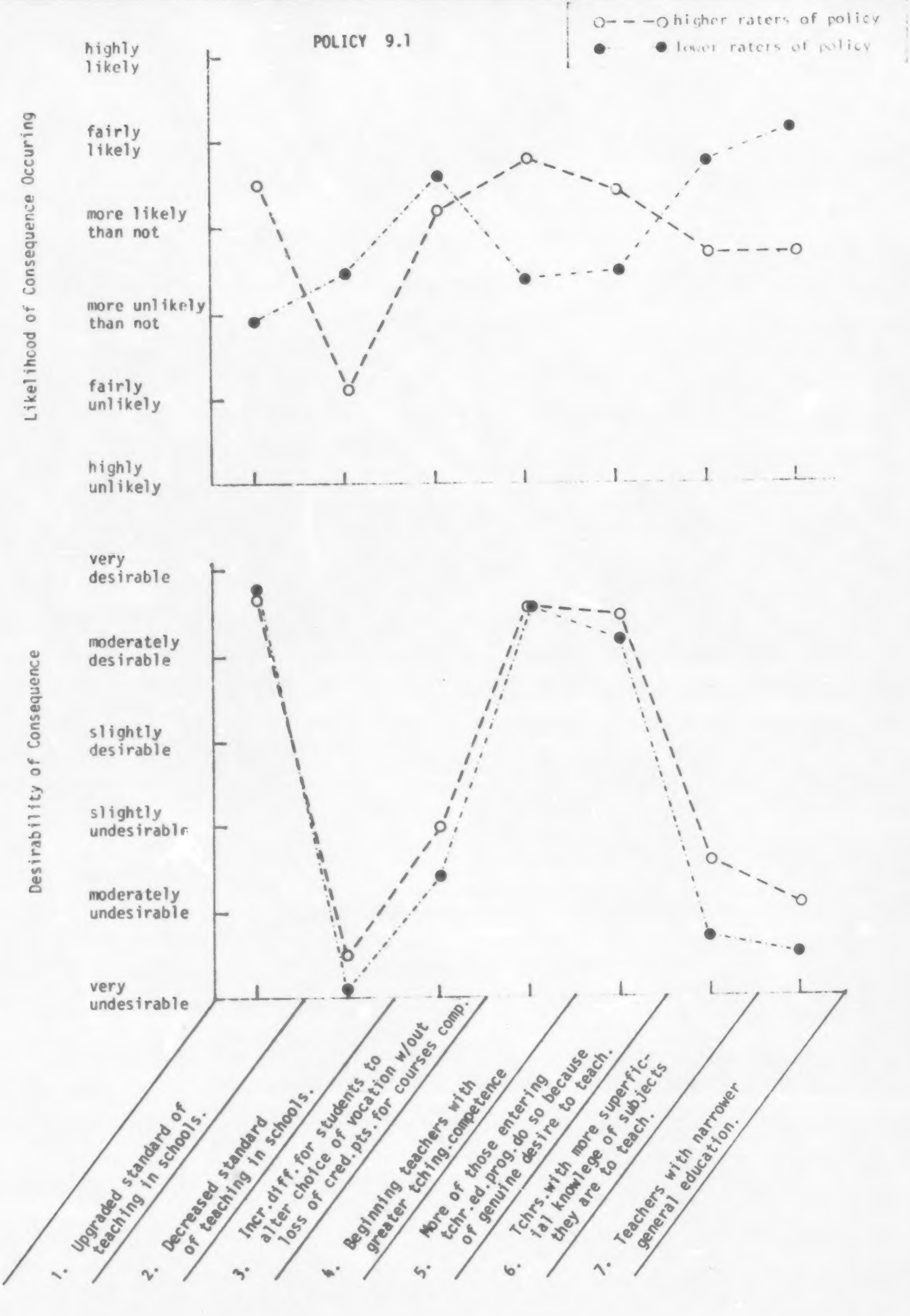

Fig. A - 9.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 9.2 All intending primary school teachers shall specialize in a subject area (e.g. mathematics).

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.1 (slightly desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with heads of programs and senior administrators rating their knowledge of the policy area as extensive and other groups rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) higher standard of teaching effectiveness in primary schools;

(5) increased morale among student teachers;

(7) teachers more often teach a group of children as part of a team of teachers;

Slightly desirable:

(4) fewer primary school classes with one teacher for all subjects;

Slightly undesirable:

(6) significant numbers of primary school teachers required to teach outside speciality;

Moderately undesirable:

(2) increased emphasis on teaching particular 'subjects' and away from integration of studies.

Respondents considered that it would be moderately desirable if more primary school teachers wished to continue teaching (3) but considered this not to be a likely consequence of implementing the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (86): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (79): policy rating < 5 ('slightly desirable' or 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the moderately desirable consequences 1, 5 and 7 would occur and, in the cases of 1 and 7, also more convinced of their desirability. Both groups were equally convinced that 4 would occur but higher raters considered it slightly to moderately desirable while lower raters were neutral about it.

Those more favourably disposed to the policy were more inclined to expect and value as consequences improved quality of teaching in primary schools, increased likelihood of team teaching and improved morale among student teachers. They were also more willing to approve the use of more than one teacher with primary school classes.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. Senior administrators and academics were more convinced of the undesirability of an increased emphasis of subjects to be taught but also more convinced of the desirability of increased morale among student teachers. These differences balance out and result in no differences in the ratings of the policy.

GENERAL COMMENT

This policy was given only slight support. Though there was little disagreement that the policy was not really worthwhile, respondents reached this view on different grounds. Most feared that implementation of the policy would lead to less integrated teaching and, whatever their view of its other benefits, that it should not be strongly supported.

TABLE A - 9.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.2 All intending primary school teachers shall specialize in a subject area (e.g. mathematics).

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.6	3.9
Heads of Teacher Education Programs	4.1	4.3
Lecturers in Teacher Education Programs	3.3	3.8
Teachers	3.0	4.2
Office Bearers in Local School Parents' Organizations	2.6	4.1
Student Teachers	3.0	4.5
Overall Means (unweighted)	3.3	4.1
Significance Tests:		
F ratio	9.9	1.4
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 70
by degree of consensus among groups = 35
by degree of consensus within groups = 61

TABLE A - 9.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.2 All intending primary school teachers shall specialise in a subject area (e.g. mathematics).

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	3.1	
Consequences Higher standard of teaching effectiveness in primary schools.	Likelihood	4.8	3.5	4.2 **
	Desirability	5.7	5.0	5.3 **
Increased emphasis on teaching particular 'subjects' and away from integration of studies.	Likelihood	4.3	4.5	4.4
	Desirability	2.6	2.1	2.4 *
More primary school teachers who wish to continue teaching.	Likelihood	3.9	3.1	3.5 **
	Desirability	5.4	5.1	5.2 *
Fewer primary school classes with one teacher for all subjects.	Likelihood	5.0	5.0	5.0
	Desirability	4.5	3.4	4.0 **
Increased morale among student teachers.	Likelihood	4.1	3.5	3.8 **
	Desirability	5.6	5.4	5.5
Significant numbers of primary school teachers required to teach outside speciality.	Likelihood	4.4	4.6	4.5
	Desirability	3.4	3.3	3.4
Teachers more often teach a group of children as part of a team of teachers.	Likelihood	4.9	4.6	4.8 *
	Desirability	5.1	4.6	4.9 **

** differences among means significant at .01 level
* differences among means significant at .05 level

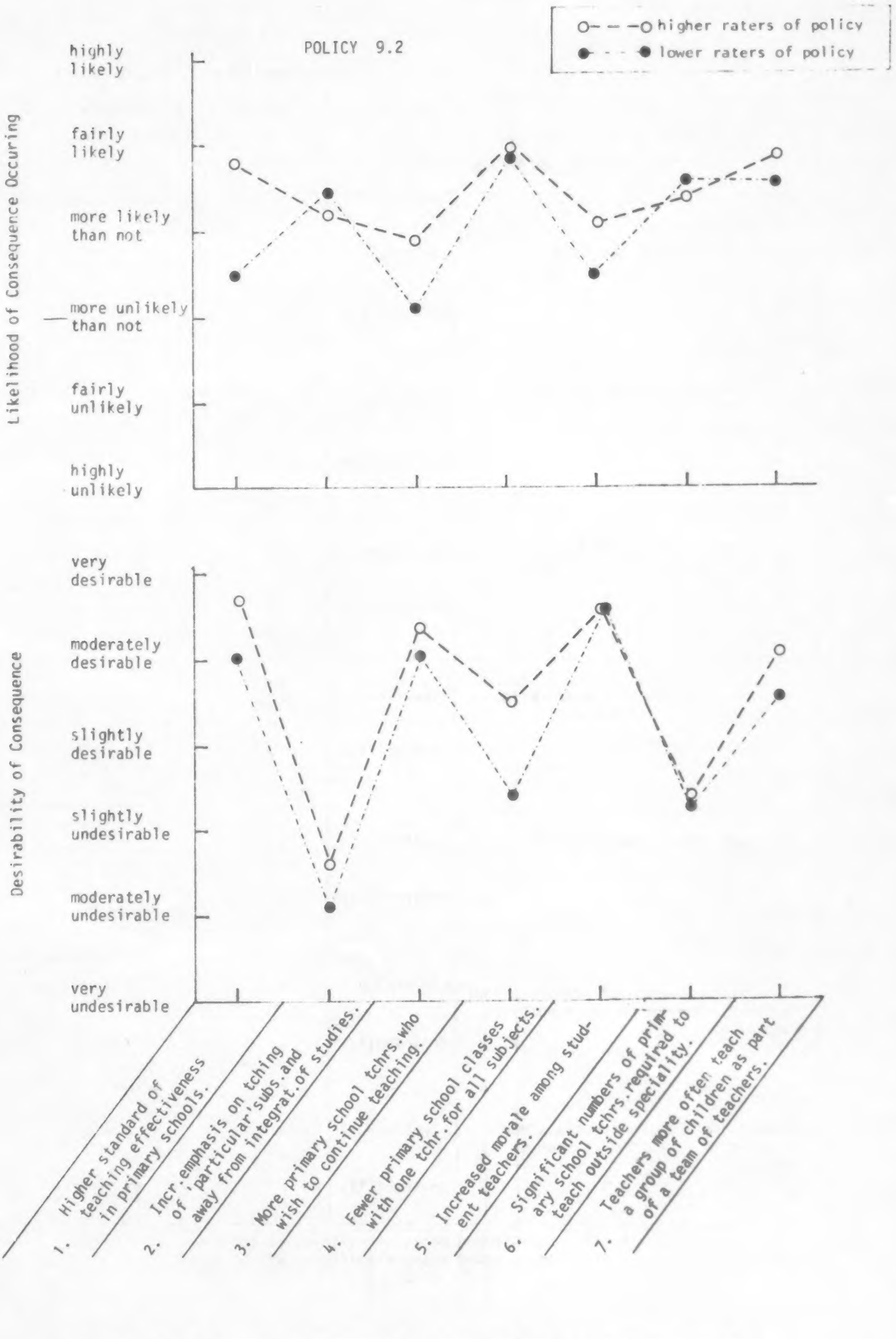

Fig. A - 9.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 9.2:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.2 All intending primary school teachers shall specialise in a subject area (e.g. mathematics).

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.9	4.3	3.8	4.2	4.1	4.5	
Consequences								
Higher standard of teaching effectiveness in primary schools.	Likelihood	4.5	3.9	4.0	4.4	4.1	4.2	
	Desirability	*5.3*	*5.6*	*5.7*	*5.2*	*5.0*	*5.2*	
Increased emphasis on teaching particular 'subjects' and away from integration of studies.	Likelihood	4.8	4.1	4.4	4.6	4.1	4.4	
	Desirability	*1.7*	*2.0*	*2.0*	*2.8*	*3.3*	*2.4*	**
More primary school teachers who wish to continue teaching.	Likelihood	3.2	3.2	3.6	3.7	3.7	3.6	
	Desirability	*5.8*	*5.1*	*5.5*	*5.1*	*5.1*	*4.7*	**
Fewer primary school classes with one teacher for all subjects.	Likelihood	5.0	5.2	4.8	4.9	4.8	5.2	
	Desirability	*4.7*	*4.0*	*3.3*	*3.7*	*4.1*	*4.0*	*
Increased morale among student teachers.	Likelihood	4.0	3.6	3.7	3.9	3.9	3.6	
	Desirability	*5.8*	*5.9*	*5.7*	*5.1*	*5.4*	*5.0*	**
Significant numbers of primary school teachers required to teach outside speciality.	Likelihood	5.2	4.5	4.2	4.8	4.1	4.4	
	Desirability	*3.8*	*3.6*	*3.1*	*3.5*	*2.9*	*3.5*	
Teachers more often teach a group of children as part of a team of teachers.	Likelihood	5.2	4.9	4.6	4.6	4.7	5.6	
	Desirability	*5.2*	*5.3*	*5.9*	*4.7*	*4.4*	*4.7*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.3 Only those theoretical studies of education which contribute to effective teaching shall be included in pre-service programs (i.e. history of education, etc. shall be excluded).

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.0 (slightly undesirable)

Differences:

significant differences among the respondent groups with parents and student teachers rating it slightly desirable, teachers rating it slightly undesirable and the administrative and academic groups rating it moderately undesirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the academic groups rating their knowledge as extensive, administrators, teachers and student teachers rating theirs as moderate and parents theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(6) closer integration of theory and practice in teacher education programs;

Moderately desirable:

(2) students more satisfied with teacher education program;

Slightly undesirable:

(7) teachers less critical of present educational practices and theories.

Respondents judged that a lower drop-out rate among student teachers (1) and improved performance of beginning teachers (4) would be moderately desirable and that more inflexible teachers (3) and lowered academic standing of the profession (5) would be moderately undesirable but considered none of these to be likely consequences of implementation of the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (81): policy rating ≥ 3('slightly undesirable' or any 'desirable' response)
lower raters (74): policy rating < 3('moderately' or 'very undesirable')

Differences between higher and lower raters:

Higher raters of the policy were more convinced that the desirable consequences 1, 2, 4 and 6 would occur. They were also more confident that the potentially undesirable consequences 3 and 5 would not occur and less convinced of their undesirability. In addition, they were less convinced of the undesirability of consequence 7.

Those least negative about this policy were more convinced that student teachers would want it and that it would facilitate integration of practical aspects of the course by retaining only those theoretical components related to it. They were also more inclined to want teachers less critical of present practices.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately undesirable or worse and those giving it any better rating.

GENERAL COMMENT

This policy was rejected by respondents. Its implementation would be expected to produce less-critical teachers for integration of theory and practice would have been achieved by the rejection of all but those theoretical perspectives which bear most directly on practical issues. It was also seen to have the potential to produce more inflexible teachers and to lower the academic standing of the profession.

TABLE A - 9.3:1

Mean Ratings by Groups of Respondents
of Extent of Knowledge of Policy Area and
Desirability of Policy

Policy 9.3 Only those theoretical studies of education which contribute to effective teaching shall be included in pre-service programs (i.e. history of education etc. shall be excluded).

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.4	2.0
Heads of Teacher Education Programs	4.1	2.0
Lecturers in Teacher Education Programs	3.9	2.1
Teachers	3.0	3.3
Office Bearers in Local School Parents' Organizations	2.0	4.1
Student Teachers	3.4	4.3
Overall Means (unweighted)	3.8	3·0
Significance Tests:		
F ratio	26.3	16.7
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 78
by degree of consensus among groups = 68=
by degree of consensus within groups = 73

TABLE A - 9.3:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.3 Only those thoretical studies of education which contribute to effective teaching shall be included in pre-service programs (i.e. history of education etc. shall be excluded).

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		4.6	1.4	
Consequences				
Lower drop-out rate among student teachers.	Likelihood	3.9	2.7	3.3 **
	Desirability	5.4	5.4	5.4
Students more satisfied with teacher education program.	Likelihood	4.6	3.1	3.9 **
	Desirability	5.2	5.0	5.1
Teachers more inflexible in teaching techniques.	Likelihood	3.1	3.7	3.4 **
	Desirability	2.4	1.6	2.0 **
Upgraded standard of teaching effectiveness in new teachers.	Likelihood	4.1	2.8	3.4 **
	Desirability	5.1	5.3	5.2
Decreased academic standing of teaching profession.	Likelihood	2.9	4.0	3.4 **
	Desirability	2.0	1.5	1.8 **
Closer integration of theory and prac ice in teacher education programs.	Likelihood	4.5	3.2	3.9 **
	Desirability	5.5	5.6	5.6
Teachers less critical of present educational practices and theories.	Likelihood	3.7	3.7	3.7
	Desirability	3.3	2.1	2.7 **

** differences among means significant at .01 level
* differences among means significant at .05 level

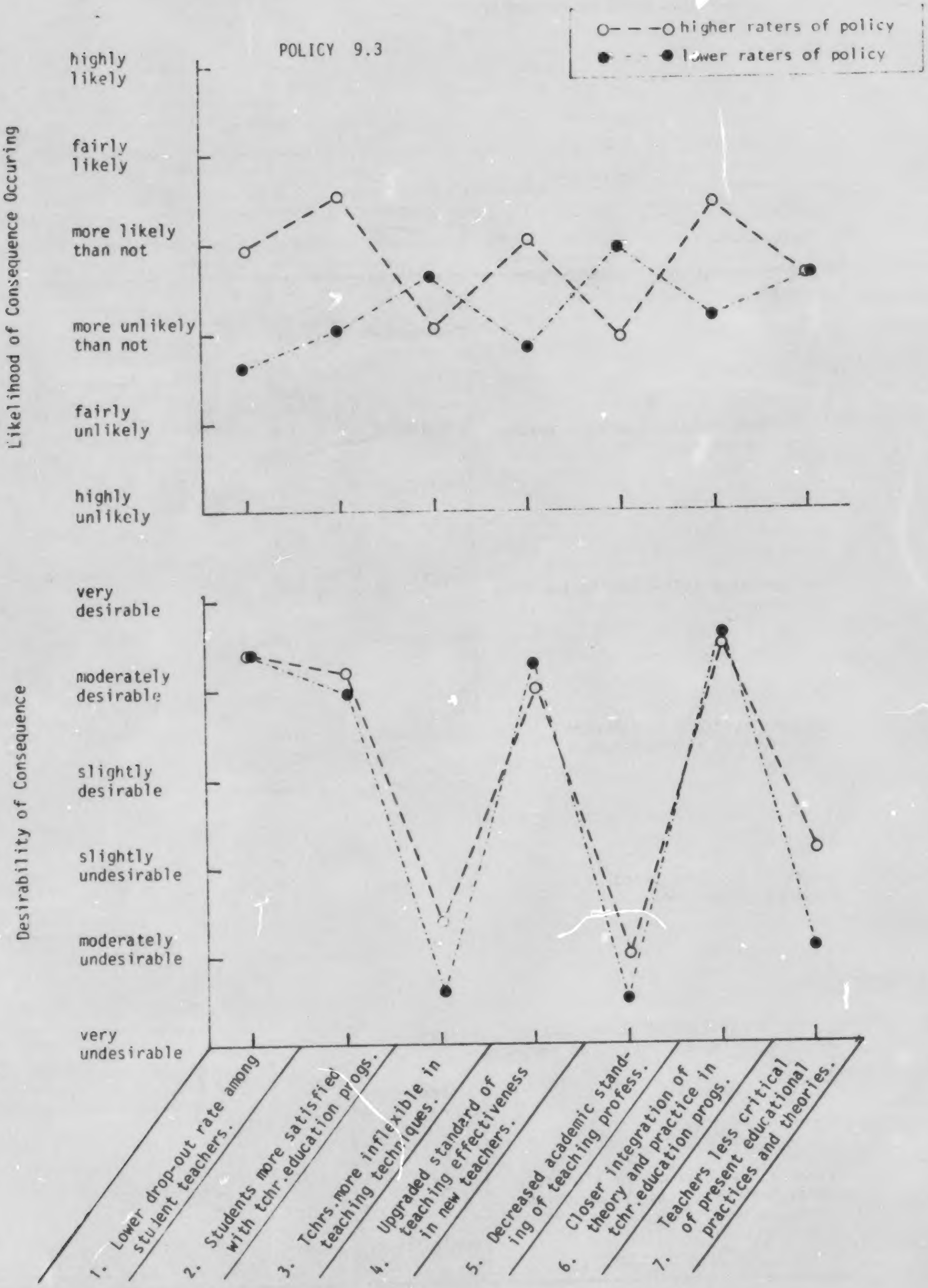

Fig. A - 9.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 9.4 Each teacher education institution that provides general programs of teacher preparation shall, in addition, specialize in certain subjects or areas of professional specialization (e.g. physical education, or teaching children with specific learning disabilities) in which they could become centres of excellence.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.8 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with the administrative and academic groups rating their knowledge of the policy area as moderate to extensive, teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) faster development of new knowledge and techniques in education;

(4) student teachers more satisfied with teacher education program;

(7) upgraded standard of teacher education programs;

Moderately desirable:

(1) more students selecting teacher education institutions on basis of specialist programs offered;

(3) less overlap in teacher education programs between institutions geographically close to each other;

Slightly desirable:

(6) teacher education institutions less oriented to serving their geographical region.

Respondents judged that it would be moderately undesirable if funds required for this institutional specialization would be used more beneficially for the preparation of general teachers (5) but considered this to be a moderately unlikely possibility.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (123): policy rating ≥ 5 ('moderately' or 'very desirable')
lower raters (37): policy rating < 5 ('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 2, 4 and 7 would occur and more convinced of the desirability of consequences 1 and 3. They were also more confident that 5 would not be true.

Those most favourably disposed to this policy were more confident that it would produce effective teacher education programs with satisfied students. They also valued more a reduction in overlap of programs in neighbouring institutions.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately desirable or better and those giving it any lesser rating.

GENERAL COMMENT

This policy received moderate support. Its implementation would be expected to give students a better basis for selecting institutions, to produce more satisfied and better prepared students and to reduce the overlap of programs in neighbouring institutions. There was no strong conviction that these benefits would occur, however, and that perhaps explains why only moderate support was given to the policy despite the level of desirability associated with the consequences.

TABLE A - 9.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.4 Each teacher education institution that provides general programs of teacher preparation shall, in addition, specialize in certain subjects or areas of professional specialization (e.g. physical education, or teaching children with specific learning disabilities) in which they could become centres of excellence.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.4	4.9
Heads of Teacher Education Programs	3.6	5.0
Lecturers in Teacher Education Programs	3.5	4.7
Teachers	2.8	4.5
Office Bearers in Local School Parents' Organizations	2.1	5.1
Student Teachers	2.9	4.6
Overall Means (unweighted)	3.0	4.8
Significance Tests:		
F ratio	22.1	1.0
Probability	<.001	>.4

Rank of Policy:

by overall mean desirability	=	46
by degree of consensus among groups	=	22
by degree of consensus within groups	=	48

TABLE A - 9.4:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.4 Each teacher education institution that provides general programs of teacher preparation shall, in addition, specialize in certain subjects or areas of professional specialization (e.g. physical education, or teaching children with specific learning disabilities) in which they could become centres of excellence.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	3.0	
Consequences				
More students selecting teacher education institutions on basis of specialist programs offered.	Likelihood	4.6	4.3	4.5
	Desirability	4.9	4.2	4.6 **
Faster development of new knowledge and techniques in education.	Likelihood	4.8	4.0	4.4 **
	Desirability	5.5	5.4	5.5
Less overlap in teacher education programs between institutions geographically close to each other.	Likelihood	4.6	4.4	4.5
	Desirability	4.9	4.1	4.5 **
Student teachers more satisfied with teacher education program.	Likelihood	4.7	4.0	4.3 **
	Desirability	5.5	5.5	5.5
Less beneficial use of resources than if they were directed to preparation of general teachers.	Likelihood	2.5	3.2	2.9 **
	Desirability	1.9	2.0	1.9
Teacher education institutions less oriented to serving their geographical region.	Likelihood	3.8	4.3	4.1
	Desirability	3.5	3.5	3.5
Upgraded standard of teacher education programs.	Likelihood	4.8	3.8	4.3 **
	Desirability	5.7	5.3	5.5

** differences among means significant at .01 level
* differences among means significant at .05 level

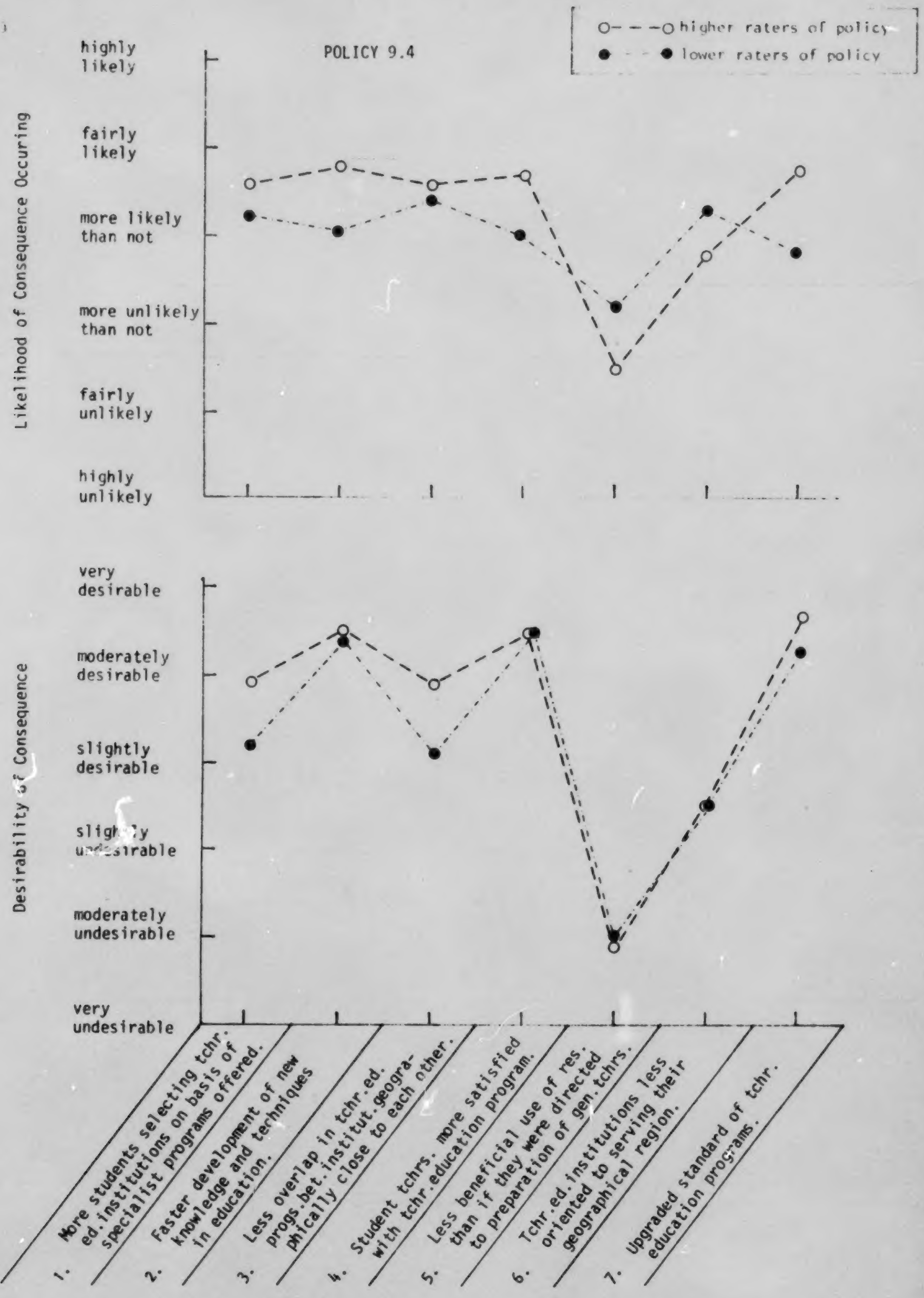

Fig. A - 9.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

Differences between higher and lower raters:

> Higher raters of the policy were more confident of the occurrence of all consequences (significantly so with 2, 3, 4, 5 and 6) and more convinced of the desirability of all of them (significantly so with 2, 3, 4, 6 and 7).
>
> All respondents saw only benefits of this policy. Those most favourably disposed to it were simply more confident the benefits would occur and more convinced of their value.

Group Differences

There were significant differences among the respondent groups' judgments of the consequences. The client groups, teachers, student teachers and parents judged it moderately desirable that there be more uniformity in teacher education programs and in-school curricula in Australia, whereas the administrative and academic groups judged these two consequences to be slightly undesirable. The reason this difference in view was not reflected in the judgments of the policy was that while the client groups were confident that the policy would produce these consequences they desired, the other groups were confident it would not!

GENERAL COMMENT

This policy was strongly endorsed. Its implementation would be expected to increase mobility of teachers between systems in Australia and their general level of competence. There was division of opinion about whether it would result in uniformity in teacher education and schools and about whether that would be a good thing. Those who thought it a good thing thought the policy might produce it. Those who did not think it a good thing were confident the policy would not.

TABLE A - 9.5:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.5 Teacher education programs shall prepare students not for one specific school system (e.g. a State School system), but so that they are able to teach in any major school system in Australia.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	5.9
Heads of Teacher Education Programs	4.2	5.8
Lecturers in Teacher Education Programs	3.5	5.7
Teachers	3.0	5.5
Office Bearers in Local School Parents' Organizations	2.2	5.8
Student Teachers	3.0	5.6
Overall Means (unweighted)	3.3	5.7
Significance Tests:		
F ratio	23.6	0.9
Probability	<.001	>.5

Rank of Policy:

by overall mean desirability = 9=
by degree of consensus among groups = 16
by degree of consensus within groups = 11

TABLE A - 9.5:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.5 Teacher education programs shall prepare students not for one specific school system (e.g. a State school system), but so that they are able to teach in any major school system in Australia.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences				
Greater uniformity in teacher education programs throughout Australia.	Likelihood	4.5	4.4	4.5
	Desirability	*4.2*	*4.0*	*4.1*
National system for registration of teachers.	Likelihood	4.9	4.5	4.7 *
	Desirability	*5.1*	*4.6*	*4.9* **
Teachers in school system reflect wider variety of approaches to education.	Likelihood	4.7	3.9	4.3 **
	Desirability	*5.4*	*3.7*	*5.0* **
Less emphasis on preparing student teachers to implement curricula specific to school system.	Likelihood	4.8	4.2	4.5 **
	Desirability	*5.1*	*4.1*	*4.6* **
Greater uniformity in school curricula throughout Australia.	Likelihood	4.3	3.9	4.1 *
	Desirability	*4.0*	*3.8*	*3.9*
Greater similarity in employment conditions of school systems.	Likelihood	4.7	4.3	4.5 **
	Desirability	*5.2*	*4.8*	*5.0* *
Increased movement of teachers between school systems.	Likelihood	4.9	4.6	4.8
	Desirability	*5.1*	*4.6*	*4.9* **

** differences among means significant at .01 level
* differences among means significant at .05 level

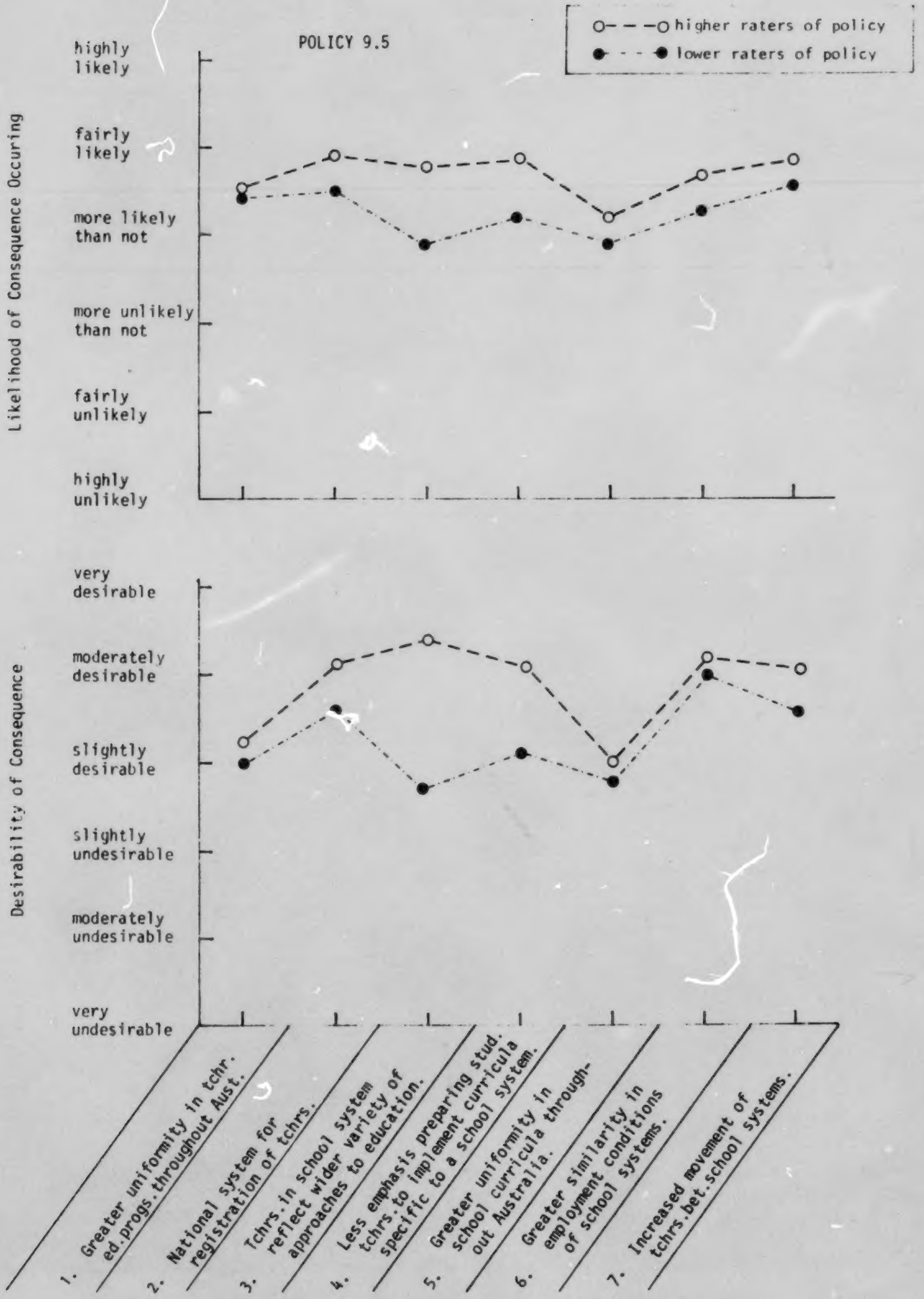

Fig. A - 9.5 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 9.5:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.5 Teacher education programs shall prepare students not for one specific school system (e.g. a State School system), but so that they are able to teach in any major school system in Australia.

		Admin- istra- tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.9	5.8	5.7	5.5	5.8	5.6	
Consequences								
Greater uniformity in teacher education programs throughout Australia.	Likelihood	4.1	3.9	4.0	4.9	5.0	5.1	**
	Desirability	*2.6*	*3.7*	*3.2*	*4.9*	*5.3*	*4.9*	**
National system for registration of teachers.	Likelihood	4.5	4.6	4.7	4.8	4.6	3.7	
	Desirability	*4.1*	*4.9*	*5.2*	*4.9*	*5.0*	*5.0*	
Teachers in school system reflect wider variety of approaches to education.	Likelihood	4.1	4.7	4.5	4.3	3.9	4.3	
	Desirability	*4.6*	*5.4*	*5.3*	*5.0*	*4.8*	*5.1*	*
Less emphasis on preparing student teachers to implement curricula specific to school system.	Likelihood	4.4	4.9	4.8	4.2	4.2	4.5	*
	Desirability	*4.3*	*5.2*	*4.9*	*4.5*	*4.4*	*4.5*	*
Greater uniformity in school curricula throughout Australia.	Likelihood	3.6	3.4	3.5	4.8	4.8	4.6	**
	Desirability	*3.0*	*3.1*	*2.8*	*4.8*	*5.4*	*4.3*	**
Greater similarity in employment conditions of school systems.	Likelihood	4.2	4.3	4.5	4.8	4.8	4.5	
	Desirability	*4.6*	*5.0*	*5.0*	*5.0*	*5.4*	*5.0*	
Increased movement of teachers between school systems.	Likelihood	4.8	4.9	4.7	4.6	4.6	5.0	
	Desirability	*5.0*	*4.9*	*5.0*	*4.6*	*4.7*	*4.9*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.6 Student teachers shall be strongly encouraged to gain experience in an overseas education system during their course.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.2 (slightly desirable)

Group differences:

significant differences among the respondent groups with lecturers and student teachers rating the policy moderately desirable and the other groups rating it slightly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with senior administrators and heads of programs judging their knowledge of the policy area to be extensive, lecturers judging this to be moderate and the remaining groups judging theirs to be limited to moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) increased morale of student teachers;

(4) increased social maturity of student teachers;

(5) student teachers more understanding of different cultural groups;

Moderately desirable:

(1) student teachers familiar with wider variety of approaches to education;

(3) student teachers more critical of present Australian educational practices;

Slightly undesirable:

(6) large increase in cost of teacher education programs for students;

(7) more new teachers leaving Australia to work in an overseas educational system.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (82): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (85): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

There were no significant differences between higher and lower raters in their judgments of the consequences.

Group Differences

There were significant differences among the respondent groups in their judgments of the consequences. Parents were not as convinced as the other groups that students would gain in social maturity as a consequence of the policy though they did think it was more likely than not and along with all other groups, rated it a moderately desirable consequence. The other disagreements related to desirability of the consequences. Academics and student teachers were more convinced than the others of the desirability of broadening student teachers' knowledge of approaches to education and making them more critical of Australian practices. On the latter point parents were more dubious than other groups, thinking it only slightly desirable. Teachers and student teachers were not quite as convinced as the others of the desirability of an increase in student morale. Teachers and parents thought it would be moderately undesirable if more new teachers took appointments outside Australia.

These differences in view of the consequences are not clearly related to the groups' different assessments of the policy itself.

GENERAL COMMENT

This policy attracted only slight support. Its implementation would be expected to have considerable social and educational advantages to student teachers but the high likelihood of it adding substantially to the costs of teacher education was the main ground on which it appears to have lost support.

TABLE A - 9.6:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.6 Student teachers shall be strongly encouraged to gain experience in an overseas education system during their course.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	3.7
Heads of Teacher Education Programs	3.7	4.1
Lecturers in Teacher Education Programs	3.3	4.8
Teachers	2.5	4.1
Office Bearers in Local School Parents' Organizations	2.2	3.9
Student Teachers	2.5	4.6
Overall Means (unweighted)	2.9	4.2
Significance Tests:		
F ratio	11.6	4.7
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 65
by degree of consensus among groups = 64
by degree of consensus within groups = 42

TABLE A - 9.6:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.6 Student teachers shall be strongly encouraged to gain experience in an overseas education system during their course.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy				
Consequences				
Student teachers familiar with wider variety of approaches to education.	Likelihood	5.1	4.7	4.9
	Desirability	5.6	5.2	5.4
Increased morale of student teachers.	Likelihood	4.8	4.0	4.4
	Desirability	5.5	5.4	5.5
Student teachers more critical of present Australian educational practices.	Likelihood	5.0	4.6	4.8
	Desirability	5.2	4.8	5.0
Increased social maturity of student teachers.	Likelihood	5.1	4.8	5.0
	Desirability	5.5	5.5	5.5
Student teachers more understanding of different cultural groups.	Likelihood	5.2	4.8	5.0
	Desirability	5.8	5.6	5.7
Large increase in cost of teacher education programs for students.	Likelihood	5.2	5.2	5.2
	Desirability	3.0	2.5	2.8
More new teachers leaving Australia to work in an overseas educational system.	Likelihood	4.2	4.5	4.4
	Desirability	3.1	2.8	2.9

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 9.6:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.6 Student teachers shall be strongly encouraged to gain experience in an overseas education system during their course.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.7	4.1	4.8	4.1	3.9	4.6	
Consequences								
Student teachers familiar with wider variety of approaches to education.	Likelihood	4.1	3.9	4.0	4.9	5.0	5.1	**
	Desirability	*2.6*	*3.7*	*3.2*	*4.9*	*5.3*	*4.9*	**
Increased morale of student teachers.	Likelihood	4.5	4.6	4.7	4.8	4.6	3.7	
	Desirability	*4.1*	*4.9*	*5.2*	*4.9*	*5.0*	*5.0*	
Student teachers more critical of present Australian educational practices.	Likelihood	4.1	4.7	4.5	4.3	3.9	4.3	
	Desirability	*4.6*	*5.4*	*5.3*	*5.0*	*4.8*	*5.1*	*
Increased social maturity of student teachers.	Likelihood	4.4	4.9	4.8	4.2	4.2	4.5	*
	Desirability	*4.3*	*5.2*	*4.9*	*4.5*	*4.4*	*4.5*	*
Student teachers more understanding of different cultural groups.	Likelihood	3.6	3.4	3.5	4.8	4.8	4.6	**
	Desirability	*3.0*	*3.1*	*2.8*	*4.8*	*5.4*	*4.3*	**
Large increase in cost of teacher education programs for students.	Likelihood	4.2	4.3	4.5	4.8	4.8	4.5	
	Desirability	*4.6*	*5.0*	*5.0*	*5.0*	*5.4*	*5.0*	
More new teachers leaving Australia to work in an overseas educational system.	Likelihood	4.8	4.9	4.7	4.6	4.6	5.0	
	Desirability	*5.0*	*4.9*	*5.0*	*4.6*	*4.7*	*4.9*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.7 Teachers shall be prepared so that they specialize for work at particular age levels (e.g. pre-school, primary, etc.) but are also able to teach at other levels.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.8 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with the administrative and academic groups rating their knowledge of the policy area as extensive, teachers and student teachers rating this as moderate and their parents theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) student teachers more satisfied with final choice of teaching speciality;

Moderately desirable:

(2) student teachers more familiar with wider variety of approaches to education;

(5) upgraded standard of teaching in schools through availability of less specialised teachers;

Slightly undesirable:

(3) increased workload for students during pre-service education.

Respondents thought it would be slightly undesirable if teachers were less specialized (7) and moderately undesirable if they had a more superficial knowledge of their particular speciality (4) or if student teachers became frustrated by a perceived lack of relevance in a less specialised program (6); but thought that none of these would be a consequence of the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (108): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (54): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2 and 5 would occur and that the undesirable consequences 3, 4 and 6 would not occur. There were no differences in their judgments of the desirability of the consequences.

Those most favourably disposed toward the policy were more confident that it would lead to more satisfied and more generally competent student teachers and ultimately to better teaching in schools because of the possibility of more flexible allocation of staff within schools. They were less inclined to expect that student teachers workloads would rise or that they would be more frustrated or less well prepared.

Group Differences

There were significant differences among the respondent groups' judgments of the consequences but their impacts tended to balance out producing no differences in the groups' views of the policy. The differences revolved around the effects of specialization. The senior administrators and academics who believed producing less specialised teachers would be desirable thought that would occur as a consequence of the policy. On the other hand they thought it unlikely that this would be achieved at the expense of depth in the speciality finally chosen. The other groups thought less specialization would be undesirable but did not expect the policy to produce it anyway.

GENERAL COMMENT

This policy gained moderate support. Its implementation would be expected to produce more satisfied and more generally competent student teachers and result in more flexible and effective staffing practices in schools because of the ability of teachers to work at various levels. Although these gains would be made at the cost of an increased workload for student teachers that was not seen as reason enough to withhold support for the policy.

TABLE A - 9.7:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.7 Teachers shall be prepared so that they specialize for work at particular age levels (e.g. pre-school, primary etc.) but are also able to teach at other levels.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	5.1
Heads of Teacher Education Programs	4.2	5.0
Lecturers in Teacher Education Programs	3.7	4.8
Teachers	2.9	4.5
Office Bearers in Local School Parents' Organizations	2.3	4.8
Student Teachers	3.1	4.6
Overall Means (unweighted)	3.3	4.8
Significance Tests:		
F ratio	22.3	0.9
Probability	<.001	>.4

Rank of Policy:

by overall mean desirability = 46=
by degree of consensus among groups = 17
by degree of consensus within groups = 46=

TABLE A - 9.7:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.7 Teachers shall be prepared so that they specialize for work at particular age levels (e.g. pre-school, primary, et.) but are also able to teach at other levels.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.5	
Consequences				
Student teachers more satisfied with final choice of teaching speciality.	Likelihood	4.9	4.4	4.7 **
	Desirability	*5.6*	*5.4*	*5.5*
Student teachers more familiar with wider variety of approaches to education.	Likelihood	5.0	4.6	4.8 **
	Desirability	*5.4*	*5.5*	*5.4*
Increased workload for students during pre-service education.	Likelihood	3.9	4.4	4.1 **
	Desirability	*3.1*	*3.4*	*3.3*
More superficial knowledge of teaching speciality finally chosen.	Likelihood	3.2	3.9	3.5 **
	Desirability	*2.5*	*2.5*	*2.5*
Upgraded standard of teaching in schools through availability of less specialised teachers.	Likelihood	4.1	3.6	3.9 **
	Desirability	*4.8*	*4.6*	*4.7*
Frustration among students due to perceived lack of relevance of studies to teaching speciality.	Likelihood	3.4	3.8	3.6 *
	Desirability	*1.9*	*2.0*	*1.9*
Less specialised teachers.	Likelihood	3.5	3.7	3.6
	Desirability	*3.0*	*2.8*	*2.9*

** differences among means significant at .01 level
* differences among means significant at .05 level

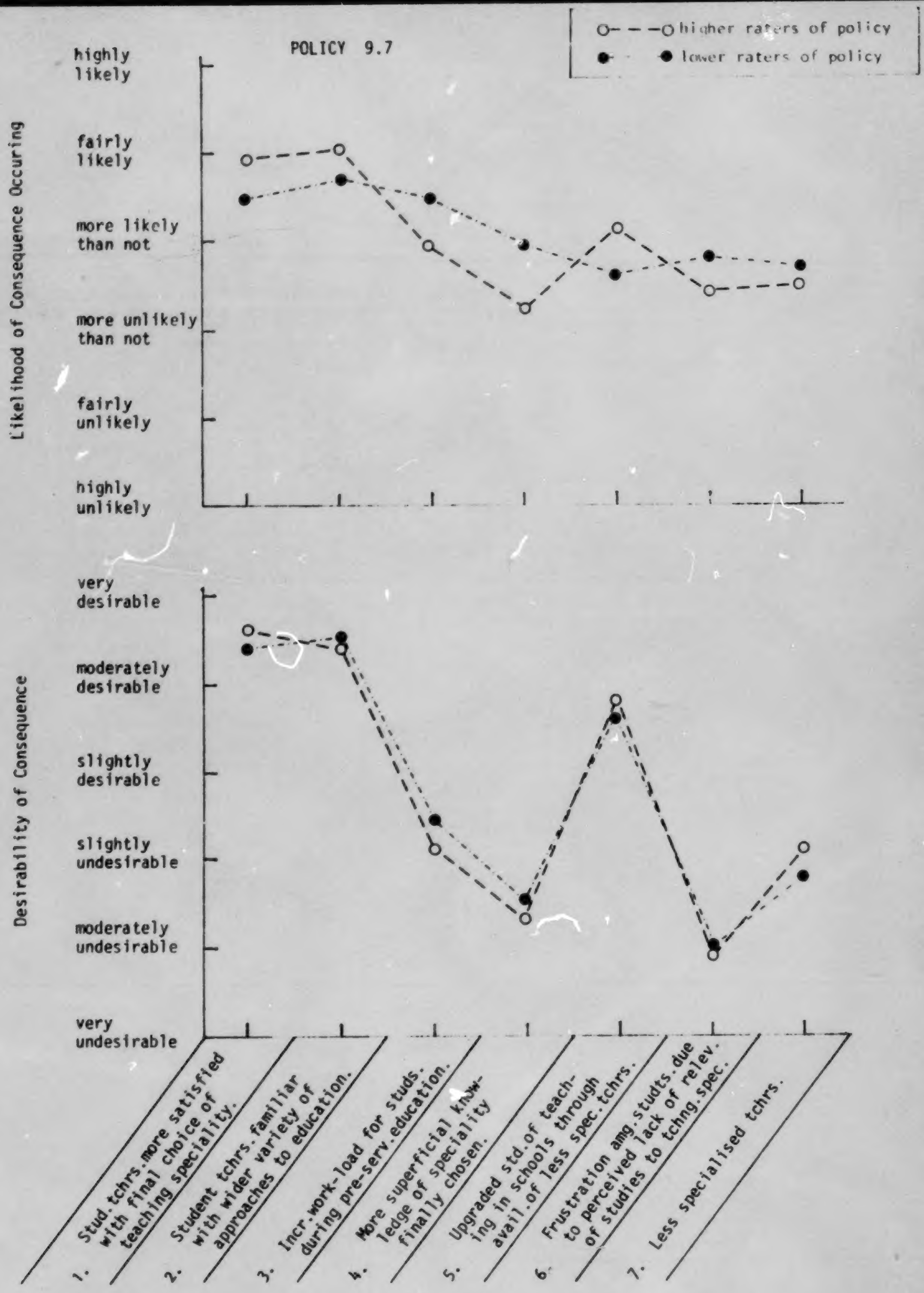

Fig. A - 9.7 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 9.7:3
Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.7 Teachers shall be prepared so that they specialize for work at particular age levels (e.g. pre-school, primary, etc.) but are also able to teach at other levels.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.1	5.0	4.8	4.5	4.8	4.6	
Consequences								
Student teachers more satisfied with final choice of teaching speciality.	Likelihood	4.4	4.8	4.6	4.6	4.9	4.6	
	Desirability	*5.5*	*5.7*	*5.5*	*5.5*	*5.4*	*5.4*	
Student teachers more familiar with wider variety of approaches to education.	Likelihood	4.6	5.1	4.7	4.9	4.9	4.7	
	Desirability	*5.2*	*5.6*	*5.6*	*5.0*	*5.4*	*5.6*	
Increased workload for students during pre-service education.	Likelihood	3.9	4.2	4.0	4.1	3.9	4.6	
	Desirability	*3.0*	*3.5*	*3.2*	*3.6*	*3.1*	*3.3*	
More superficial knowledge of teaching speciality finally chosen.	Likelihood	3.5	3.1	3.1	3.7	3.9	3.8	**
	Desirability	*1.8*	*1.8*	*1.8*	*3.0*	*3.5*	*3.0*	**
Upgraded standard of teaching in schools through availability of less specialised teachers.	Likelihood	4.3	3.7	3.8	3.8	3.8	3.7	
	Desirability	*5.5*	*4.8*	*4.6*	*4.5*	*4.3*	*4.5*	
Frustration among students due to perceived lack of relevance to studies of teaching speciality.	Likelihood	3.9	3.1	3.5	3.4	3.4	4.3	**
	Desirability	*1.6*	*2.6*	*1.8*	*1.9*	*1.9*	*2.3*	
Less specialised teachers.	Likelihood	4.4	3.4	3.7	2.4	3.2	3.8	*
	Desirability	*3.7*	*3.2*	*3.4*	*2.4*	*2.5*	*2.9*	**

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.8 Some coursework dealing with the recognition of children with special learning difficulties shall be incorporated in all general teacher education programs.

JUDGMENTS OF POLICY

Desirability

Overall mean: 6.0 (very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the academic groups and student teachers rating their knowledge of the policy area as extensive and teachers, senior administrators and parents rating theirs as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(6) earlier recognition of children with special learning difficulties;

Moderately desirable:

(1) more children with learning difficulties receiving additional help in classroom;

(3) more teachers specializing in education of children with learning difficulties;

(4) more children with learning difficulties receiving help from specialists;

(5) more resources allocated to teaching of children with special learning difficulties;

Slightly undesirable:

(2) teachers without specialist qualifications teaching children with learning difficulties.

Respondents judged that it would be slightly undesirable if time spent in teacher education in fulfilling the requirements of this policy would be spent more beneficially on other things (7) but that was unlikely.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (150): policy rating = 6 ('very desirable')
lower raters (11): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

There were no significant differences among higher and lower raters of the policy in their judgments of the consequences. In fact, only 11 respondents gave the policy a rating other than 'very desirable'.

Group Differences

There were significant differences among the respondents groups' judgments of the consequences. Parents were not convinced that it would result in children with learning difficulties being taught by teachers without specialist qualifications whereas the other groups thought this would be likely. Parents and student teachers thought it would be slightly undesirable if it did but the other groups thought it would actually be desirable.

GENERAL COMMENT

This policy was the most strongly supported among the 78 investigated in this study. Its implementation would be expected to result not only in more children with learning difficulties receiving additional help in their classrooms but also in the more extensive provision of specialist resources for helping such children.

TABLE A - 8.9:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.8 Some course work dealing with the recognition of children with special learning difficulties shall be incorporated in all general teacher education programs.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.0	6.0
Heads of Teacher Education Programs	4.3	6.0
Lecturers in Teacher Education Programs	3.7	5.9
Teachers	3.3	6.0
Office Bearers in Local School Parents' Organizations	2.7	5.9
Student Teachers	3.5	5.9
Overall Means (unweighted)	3.4	6.0
Significance Tests:		
F ratio	8.6	0.9
Probability	<.001	>.4

Rank of Policy:

by overall mean desirability = 1
by degree of consensus among groups = 18
by degree of consensus within groups = 2

TABLE A - 9.8:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.8 Some course work dealing with the recognition of children with special learning difficulties shall be incorporated in all general teacher education programs.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.9	
Consequences				
More children with learning difficulties receiving additional help in classroom.	Likelihood	4.9	4.3	4.6
	Desirability	5.6	4.7	5.1
Teachers without specialist qualifications teaching children with learning difficulties.	Likelihood	4.3	4.1	4.2
	Desirability	3.7	2.8	3.3
More teachers specializing in education of children with learning difficulties.	Likelihood	4.5	3.8	4.2
	Desirability	5.2	4.4	4.8
More children with learning difficulties receiving help from specialists.	Likelihood	4.8	4.4	4.6
	Desirability	5.5	4.9	5.2
More resources allocated to teaching of children with special learning difficulties.	Likelihood	4.7	4.2	4.4
	Desirability	5.5	4.5	5.0
Earlier recognition of children with special learning difficulties.	Likelihood	5.2	4.6	4.9
	Desirability	5.9	5.5	5.7
Less beneficial use of time available in teacher education program than if spent on other aspects of education.	Likelihood	2.1	3.2	2.7
	Desirability	2.0	3.2	2.6

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 9.8:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.8 Some course work dealing with the recognition of children with special learning difficulties shall be incorporated in all general teacher education programs.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		6.0	6.0	5.9	6.0	5.9	5.9	
Consequences								
More children with learning difficulties receiving additional help in classroom.	Likelihood	5.0	5.4	4.8	4.9	4.7	4.9	
	Desirability	*5.8*	*5.9*	*5.6*	*5.3*	*5.1*	*5.5*	*
Teachers without specialist qualifications teaching children with learning difficulties.	Likelihood	4.7	4.5	4.4	4.3	3.5	4.3	**
	Desirability	*4.7*	*4.6*	*3.8*	*3.8*	*3.0*	*3.2*	*
More teachers specializing in education of children with learning difficulties.	Likelihood	4.5	4.9	4.6	4.4	4.3	3.2	
	Desirability	*5.3*	*5.5*	*5.3*	*4.9*	*5.2*	*4.9*	
More children with learning difficulties receiving help from specialists.	Likelihood	4.7	4.9	4.8	5.0	5.0	4.5	
	Desirability	*4.7*	*4.7*	*5.6*	*5.6*	*5.7*	*5.1*	*
More resources allocated to teaching of children with special learning difficulties.	Likelihood	4.8	4.4	4.6	4.8	4.8	4.6	
	Desirability	*6.0*	*5.6*	*5.4*	*5.5*	*5.6*	*5.4*	
Earlier recognition of children with special learning difficulties.	Likelihood	5.5	5.5	5.1	5.3	5.3	5.1	
	Desirability	*6.0*	*6.0*	*5.9*	*5.8*	*5.7*	*5.8*	
Less beneficial use of time available in teacher education program than if spent on other aspects of education.	Likelihood	2.5	1.9	2.2	2.3	2.4	2.1	
	Desirability	*2.0*	*1.7*	*1.8*	*2.4*	*2.7*	*2.2*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.9 Teacher education programs shall provide course options in Aboriginal studies.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.3 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgement of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with parents rating their knowledge of the policy area as limited and all other groups rating theirs as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(5) more teachers aware of Aboriginal culture;

(7) teachers more understanding of educational problems of Aboriginal children;

Moderately desirable:

(2) more teachers specializing in education of Aboriginal children;

(3) student teachers more satisfied with content of teacher education program;

(6) wider variety of course options available in teacher education programs;

Slightly desirable:

(1) increased specialization of teachers.

Respondents judged that it would be moderately undesirable if teacher education courses became less relevant for teaching in schools (4) but thought it moderately unlikely that there would be a consequence of this policy.

414

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (70): policy rating = 6 ('very desirable')
lower raters (88): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident that the desirable consequences 1, 2, 3, 5, 6 and 7 would occur and that the potentially undesirable consequence 4 would not occur. Higher raters were also more convinced of the desirability of the consequences 2, 3, 5, 6 and 7.

Those most favourably disposed to this policy were more confident that it would result in greater awareness among teachers of Aboriginal culture and the educational needs of Aboriginal children and in more teachers with specialist preparation for Aboriginal education;and were more convinced that these were desirable developments.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy gained moderate support. Its implementation would be expected to have general benefits in allowing more course options and more avenues of specialization for student teachers and in developing a better general understanding among teachers of the Aboriginal culture and the educational needs of Aboriginal children. Its more specific benefit would lie in the training of more specialist teachers for Aboriginal children. The fact that the policy gained only moderate support is probably due to the fact that the consequences most highly regarded are the general ones 3, 5, 6 and 7 and not the one relating specifically to Aboriginal children,2.These desirable general consequences could as well be achieved by other less specific policies.

TABLE A - 9.9:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.9 Teacher education programs shall provide course options in Aboriginal studies.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.2	5.4
Heads of Teacher Education Programs	2.8	5.4
Lecturers in Teacher Education Programs	2.7	5.3
Teachers	2.5	5.0
Office Bearers in Local School Parents' Organizations	2.0	5.2
Student Teachers	2.6	5.3
Overall Means (unweighted)	2.6	5.3
Significance Tests:		
F ratio	4.8	0.7
Probability	<.001	>.6

Rank of Policy:

by overall mean desirability = 31=
by degree of consensus among groups = 11
by degree of consensus within groups = 21

TABLE A - 9.9:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.9 Teacher education programs shall provide course options in Aboriginal studies.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Increased specialization of teachers.	**Likelihood**	4.2	3.6	3.9 **
	Desirability	4.4	4.1	4.2
More teachers specializing in education of Aboriginal children.	**Likelihood**	4.8	4.2	4.5 **
	Desirability	4.5	4.9	5.1 **
Student teachers more satisfied with content of teacher education program.	**Likelihood**	4.6	3.8	4.2 **
	Desirability	5.6	5.0	5.3 **
Teacher education courses less relevant to requirements for teaching in schools.	**Likelihood**	2.1	2.8	2.4 **
	Desirability	1.5	2.0	1.8 *
More teachers aware of Aboriginal culture.	**Likelihood**	5.2	4.9	5.1 *
	Desirability	5.8	5.3	5.6 **
Wider variety of course options available in teacher education programs.	**Likelihood**	5.0	4.6	4.8 **
	Desirability	5.5	5.1	5.3 **
Teachers more understanding of educational problems of Aboriginal children.	**Likelihood**	5.1	4.8	5.0 *
	Desirability	5.9	5.6	5.7 **

** differences among means significant at .01 level
* differences among means significant at .05 level

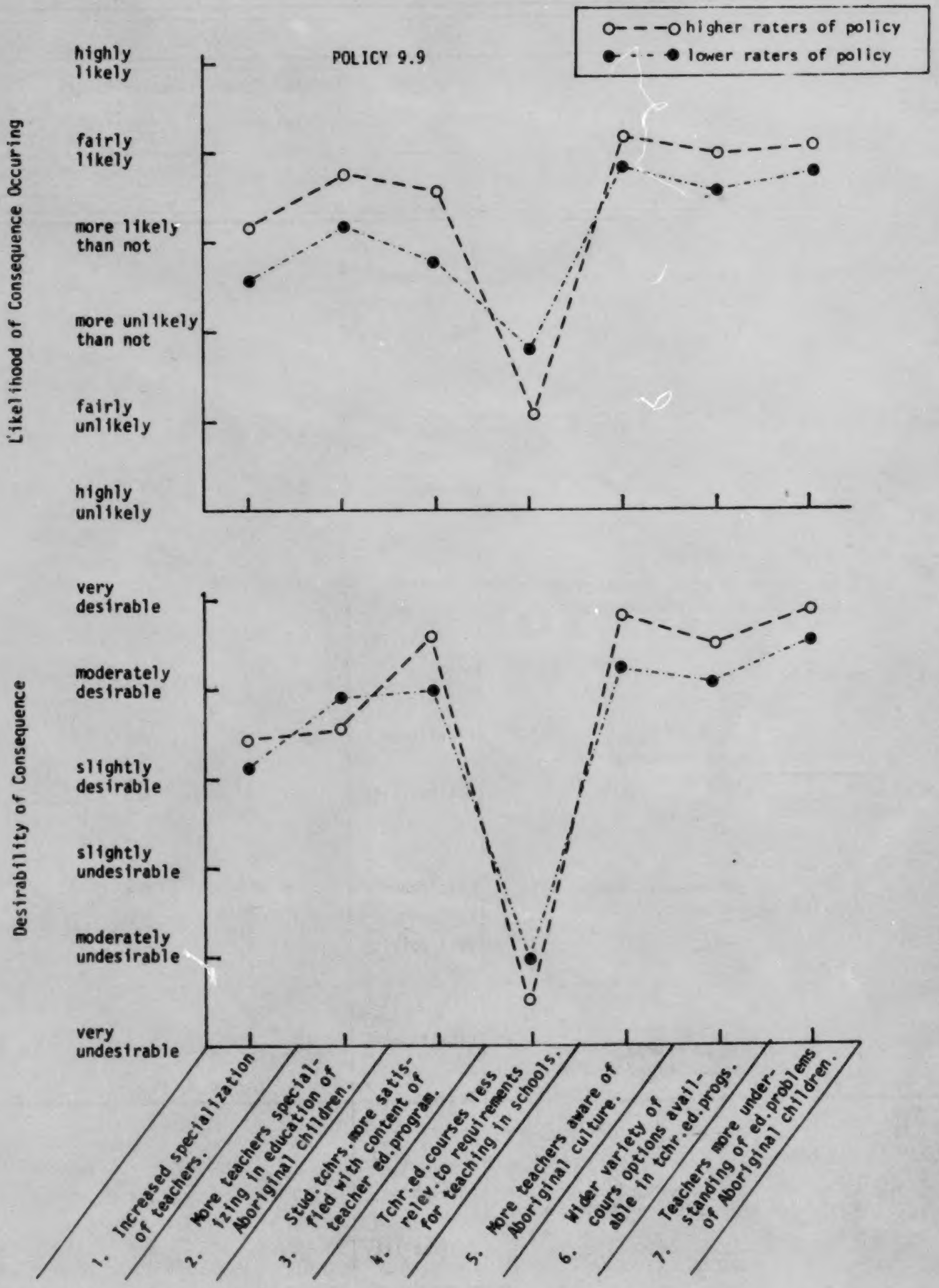

Fig. A - 9.9 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

418

POLICY 9.10 Consideration of the function of education in a diversity of cultures shall be a compulsory experience in teacher education programs.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.1 (moderately desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge of the policy area as extensive, teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(1) student teachers familiar with wider variety of approaches to education;

(4) teachers more critical of present educational theories and practices;

(5) broader education for student teachers;

(6) new teachers placing less importance on academic achievement of pupils;

(7) student teachers more satisfied with teacher education program;

Slightly undesirable:

(2) less time available for courses more directly relevant to teaching in schools;

Moderately undesirable:

(3) more resentment among student teachers than if such a course were optional.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (50): policy rating = 6 ('very desirable')
lower raters (109): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 4, 5, 6 and 7 would occur and; in the cases of 4, 5 and 6 more convinced of their desirability. They were also more confident that the undesirable consequence 3 would not occur.

Those most favourably disposed to the policy were more confident that it would broaden student teachers' education, making them more critical of present practices and more willing to de-emphasise academic achievement among children and they were more convinced of the desirability of these consequences. They were also more confident that the required element of compulsion could be introduced into the students' courses without causing resentment.

Group Differences

There were significant differences among the respondent groups' judgments of the consequences. Academics and student teachers were most convinced of the desirability of teachers being more critical of present educational theories and practices, of student teachers being more familiar with a variety of approaches and teachers placing less emphasis on academic achievement. All groups did consider these consequences desirable to some extent.

GENERAL COMMENT

This policy received moderate support. Its implementation would be expected to broaden student teachers awareness of a variety of approaches to education and of the deficiencies of local practice. The two concerns endorsed by respondents were that the student teachers' time might be better spent in courses more directly relevant to classroom practice and that there may be student resentment because of the compulsion implied by the policy.

TABLE A - 9.10:1
Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.10 Consideration of the function of education in a diversity of cultures shall be a compulsory experience in teacher education programs.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.6	5.0
Heads of Teacher Education Programs	3.7	5.2
Lecturers in Teacher Education Programs	3.5	5.1
Teachers	2.7	5.1
Office Bearers in Local School Parents' Organizations	2.1	4.8
Student Teachers	2.9	5.2
Overall Means (unweighted)	3.5	5.1
Significance Tests:		
F ratio	13.6	1.2
Probability	<.001	>.3

Rank of Policy:

by overall mean desirability = 39
by degree of consensus among groups = 25
by degree of consensus within groups = 24

TABLE A - 9.10:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.10 Consideration of the function of education in a diversity of cultures shall be a compulsory experience in teacher education programme.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Student teachers familiar with wider variety of approaches to education.	Likelihood	5.5	4.7	5.1 **
	Desirability	*5.5*	*5.3*	*5.4*
Less time available for courses more directly relevant to teaching in schools.	Likelihood	3.7	3.9	3.8
	Desirability	*2.7*	*2.7*	*2.7*
More resentment among student teachers than if such a course were optional.	Likelihood	3.1	3.8	3.4 **
	Desirability	*2.4*	*2.4*	*2.4*
Teachers more critical of present educational theories and practices.	Likelihood	5.0	4.4	4.7 **
	Desirability	*5.3*	*4.9*	*5.1* *
Broader education for student teachers.	Likelihood	5.4	5.0	5.1 **
	Desirability	*5.7*	*5.1*	*5.4* **
New teachers placing less importance on academic achievement of pupils.	Likelihood	4.8	4.3	4.5 **
	Desirability	*5.3*	*4.6*	*4.9* **
Student teachers more satisfied with teacher education programme.	Likelihood	4.6	4.1	4.3 **
	Desirability	*4.9*	*5.2*	*5.1*

** differences among means significant at .01 level
* differences among means significant at .05 level

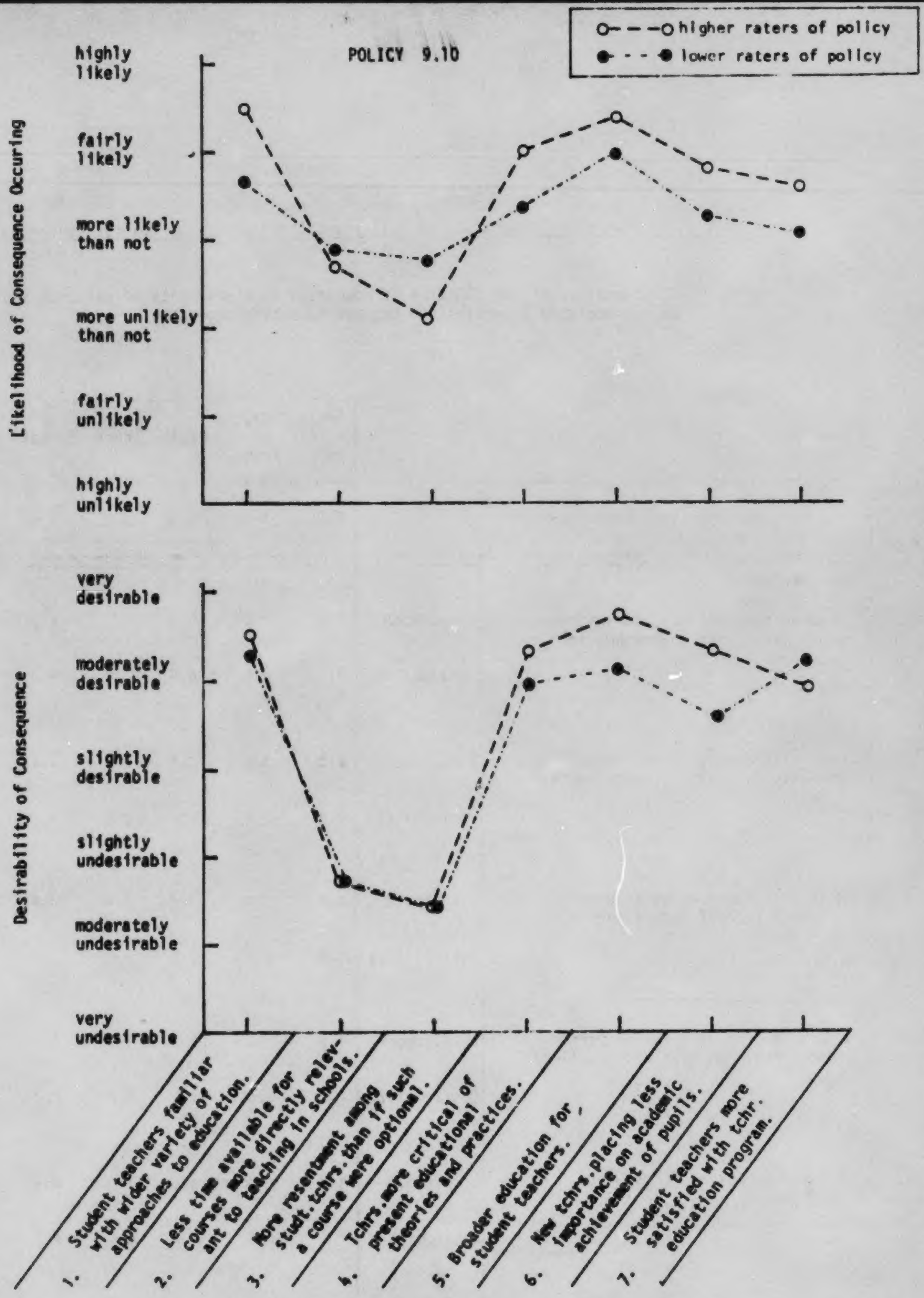

Fig. A - 9.10 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 9.10:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.10 Consideration of the function of education in a diversity of cultures shall be a compulsory experience in teacher education programme.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.0	5.2	5.1	5.1	4.8	5.2	
Consequences								
Student teachers familiar with wider variety of approaches to education.	Likelihood	5.0	5.4	5.2	5.1	4.9	5.1	
	Desirability	5.2	5.7	5.6	5.0	5.3	5.5	*
Less time available for courses more directly relevant to teaching in schools.	Likelihood	4.1	3.8	3.7	3.5	4.2	3.6	
	Desirability	2.8	2.9	2.7	2.8	2.4	2.7	
More resentment among student teachers than if such a course were optional.	Likelihood	3.1	3.0	3.8	3.6	3.4	3.8	
	Desirability	2.3	2.5	2.2	2.5	2.4	2.6	
Teachers more critical of present educational theories and practices.	Likelihood	4.8	5.2	4.5	4.6	4.4	4.7	*
	Desirability	4.9	5.5	5.2	4.9	4.4	5.5	**
Broader education for student teachers.	Likelihood	5.2	5.3	5.0	5.3	4.9	5.1	
	Desirability	5.6	5.6	5.6	5.3	5.2	5.4	
New teachers placing less importance on academic achievement of pupils.	Likelihood	4.9	4.4	4.3	4.6	4.3	4.7	
	Desirability	4.4	5.4	5.2	4.9	4.4	5.2	*
Student teachers more satisfied with teacher education programme.	Likelihood	4.6	4.4	4.0	4.4	4.3	4.3	
	Desirability	5.6	4.5	5.0	5.0	4.7	5.4	

** differences among means significant at .01 level
* differences among means significant at .05 level

424

POLICY 9.11 There shall be a specialist course in school administration in pre-service programs of teacher education.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.3 (slightly to moderately desirable)

Group differences:

significant differences among the respondent groups with teachers, student teachers and parents judging the policy to be moderately desirable and senior administrators and academics judging it to be slightly desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with judgments of knowledge of the policy area universally related to judgments of the desirability of the policy; those claiming greatest knowledge of the issues giving the policy the lowest rating.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(2) higher standard of school administration;

(5) faster development of new knowledge and techniques in school administration;

(6) administrators required to have completed a course of school administration before appointment;

Moderately undesirable:

(4) student teachers undertaking a school administration course.

Respondents judged that it would be slightly undesirable a specialist class of school administrators were created (1) and moderately undesirable if school administrators with little teaching experience were appointed (7) or if resources required for this policy could be more beneficially committed to the development of other specializations in pre-service programs (3) but considered none of these to be likely.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (82): policy rating ≥ 5('moderately' to 'very desirable')
lower raters (71): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 2 and 5 would occur and that the undesirable consequences 3 and 7 would not. The higher raters were also more convinced of the desirability of 2 and less convinced of the undesirability of 1 and 4.

Those most favourably disposed toward this policy were more inclined to expect and valued more improved administration in schools and were not as unhappy about the prospect of a special class of school administrators being created, though they certainly thought it less likely than did those less favourably disposed to the policy that appointments as school administrators would be given to people with little teaching experience.

Group Differences

There were significant differences among the respondent groups' judgments of the consequences. Parents and student teachers, the groups most favourably disposed to the policy, were more confident that it would lead to faster development of new techniques for school administration, a proposition clearly doubted by heads of programs, and to better school administration, a proposition doubted by senior administrators. Senior administrators and heads of programs were also certain that the policy would not lead to the creation of a specialist class of school administrators.

GENERAL COMMENT

This policy received only slight support. Its implementation would be expected by some to lead to a higher standard of school administration and feared by others to lead to the creation of a specialist class of school administrators some of whom, since the specialization was part of their pre-service education, might be appointed to administrative positions with little teaching experience completed.

TABLE A - 9.11:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.11 There shall be a specialist course in school administration in pre-service programs of teacher education.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	3.6
Heads of Teacher Education Programs	3.2	4.1
Lecturers in Teacher Education Programs	3.3	3.9
Teachers	2.9	4.6
Office Bearers in Local School Parents' Organizations	2.3	4.7
Student Teachers	2.6	4.9
Overall Means (unweighted)	3.1	4.3
Significance Tests:		
F ratio	12.1	4.5
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability	=	62
by degree of consensus among groups	=	62=
by degree of consensus within groups	=	53

TABLE A - 9.11:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.11 There shall be a specialist course in school administration in pre-service programs on teacher education.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.2	3.2	
Consequences				
Creation of a specialist class of school administrators.	Likelihood	3.2	3.3	3.2
	Desirability	3.5	2.9	3.2 *
Higher standard of school administration.	Likelihood	4.7	3.8	4.2 **
	Desirability	5.6	5.1	5.4 **
Less beneficial use of resources than if directed to other specializations in pre-service programs.	Likelihood	3.0	4.0	3.5 **
	Desirability	1.9	2.0	1.9
Student teachers undertaking a school administration course.	Likelihood	4.1	4.1	4.1
	Desirability	2.7	2.1	2.4 *
Faster development of new knowledge and techniques in school administration.	Likelihood	4.4	3.5	3.9 **
	Desirability	5.5	4.7	5.1 **
Administrators required to have completed a course of school administration before appointment.	Likelihood	4.3	4.2	4.2
	Desirability	5.1	4.7	4.9
Appointment of school administrators with little teaching experience.	Likelihood	2.9	3.4	3.1 *
	Desirability	1.8	2.0	1.9

** differences among means significant at .01 level
* differences among means significant at .05 level

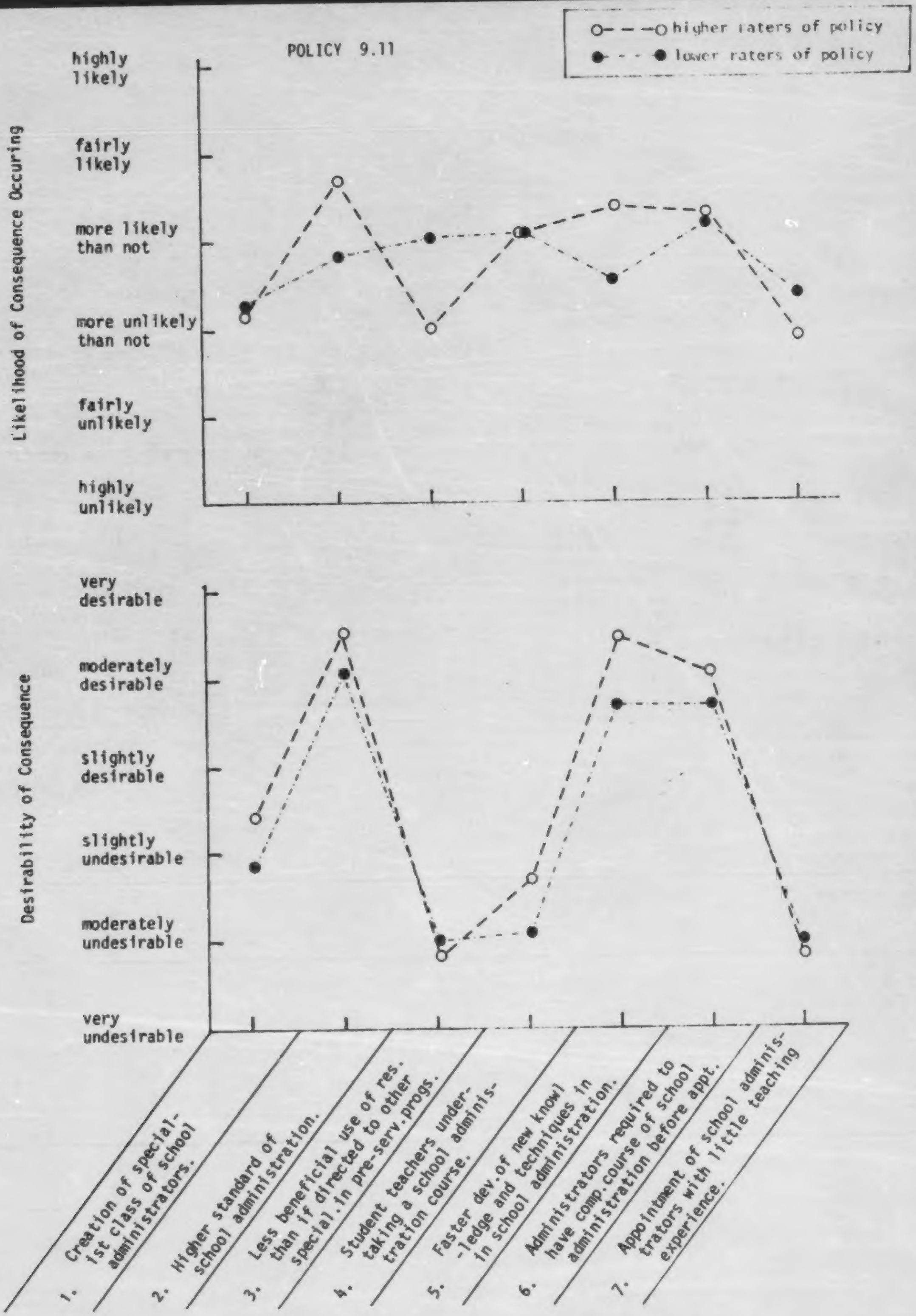

Fig. A - 9.11 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 9.11:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

9.11 There shall be a specialist course in school administration in pre-service programs on teacher education.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.6	4.1	3.9	4.6	4.7	4.9	
Consequences								
Creation of a specialist class of school administrators.	Likelihood	2.0	2.3	3.6	3.7	4.0	3.8	**
	Desirability	*2.3*	*2.7*	*3.2*	*3.8*	*3.7*	*3.5*	
Higher standard of school administration	Likelihood	3.5	4.0	4.2	4.4	4.8	4.5	**
	Desirability	*5.4*	*5.2*	*5.5*	*5.3*	*5.4*	*5.3*	
Less beneficial use of resources than if directed to other specializations in pre-service programs.	Likelihood	4.1	3.5	3.3	3.4	3.4	3.4	
	Desirability	*1.4*	*2.2*	*1.7*	*2.1*	*2.1*	*2.2*	
Student teachers undertaking a school administration course.	Likelihood	4.9	4.0	4.4	3.7	3.8	3.9	
	Desirability	*2.1*	*2.5*	*2.6*	*1.9*	*2.5*	*2.8*	
Faster development of new knowledge and techniques in school administration.	Likelihood	3.6	2.8	3.9	4.2	4.5	4.6	**
	Desirability	*4.9*	*5.5*	*5.4*	*5.1*	*4.8*	*4.9*	
Administrators required to have completed a course of school administration before appointment. **	Likelihood	3.5	4.2	4.2	4.5	4.4	4.7	
	Desirability	*4.7*	*5.2*	*5.1*	*4.8*	*4.8*	*5.0*	
Appointment of school administrators with little teaching experience.	Likelihood	2.4	2.5	3.1	3.7	3.5	3.7	
	Desirability	*1.5*	*1.8*	*1.8*	*1.6*	*2.3*	*2.4*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 9.12 Teacher education programs shall be oriented towards the personal development of the student teacher through, in part, the provision of a guidance service and counselling at the teacher education institution.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.3 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups, the administrative and academic groups rating their knowledge of the policy area as extensive, teachers and student teachers rating theirs as moderate and parents theirs as limited.

JUDGMENTS OF POLICY

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) better adjusted student teachers;

(3) increased morale among student teachers;

(6) greater proportion of student teachers with desire to teach complete teacher education program;

(7) teachers more oriented to personal development of school pupils;

Moderately desirable:

(1) student teachers without a genuine desire to teach drop out of teacher education program.

Respondents thought it would be moderately undesirable if student teachers were less independent (4) or if there were less emphasis on improving the classroom competence of student teachers (5) but considered neither of these to be likely consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters	(79):	policy rating = 6 ('very desirable')
lower raters	(83):	policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 3, 6 and 7 would occur and more convinced of their desirability. They were also more confident that the undesirable consequences 4 and 5 would not occur.

Those most favourably disposed to the policy were more confident that it would result in better adjusted student teachers who remain in their courses only if they have a genuine desire to teach and who become as teachers more oriented to the personal development of their pupils.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy received moderate support. Its implementation would be expected to produce generally better adjusted and more flexible teachers able in turn to attend to the personal development of their pupils. There was no fear that the policy would produce less independent teachers or that it would be implemented at the cost of a reduced emphasis on the development of the student teacher's classroom competence.

TABLE A - 9.12:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.12 Teacher education programs shall be oriented towards the personal development of the student teacher through, in part, the provision of a guidance service and counselling at the teacher education institution.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	5.3
Heads of Teacher Education Programs	3.8	5.7
Lecturers in Teacher Education Programs	3.9	5.4
Teachers	2.9	5.3
Office Bearers in Local School Parents' Organizations	2.5	5.3
Student Teachers	2.9	5.0
Overall Means (unweighted)	3.3	5.3
Significance Tests:		
F ratio	21.8	1.8
Probability	<.001	>.1

Rank of Policy:

by overall mean desirability	=	29
by degree of consensus among groups	=	37
by degree of consensus within groups	=	25

433

TABLE A - 9.12:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

POLICY 9.12 Teacher education programs shall be oriented towards the personal development of the student teacher through, in part, the provision of a guidance service and counselling at the teacher education institution.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Student teachers without a genuine desire to teach drop out of teacher education program.	Likelihood	4.5	3.9	4.2 **
	Desirability	5.5	4.7	5.1 **
Better adjusted student teachers.	Likelihood	4.9	4.4	4.7 **
	Desirability	5.8	5.3	5.6 **
Increased morale among student teachers.	Likelihood	4.8	4.4	4.6 **
	Desirability	5.8	5.4	5.6 **
Student teachers who are less independent.	Likelihood	2.4	2.9	2.6 **
	Desirability	1.8	1.9	1.9
Less emphasis in teacher education programs on improving teaching effectiveness of student teachers.	Likelihood	2.2	2.6	2.4 **
	Desirability	1.8	1.9	1.9
Greater proportion of student teachers with desire to teach complete teacher education program.	Likelihood	4.9	4.5	4.7 **
	Desirability	5.8	5.4	5.6 **
Teachers more oriented to personal development of school pupils.	Likelihood	4.8	4.5	4.7 *
	Desirability	5.8	5.4	5.6 **

** differences among means significant at .01 level
* differences among means significant at .05 level

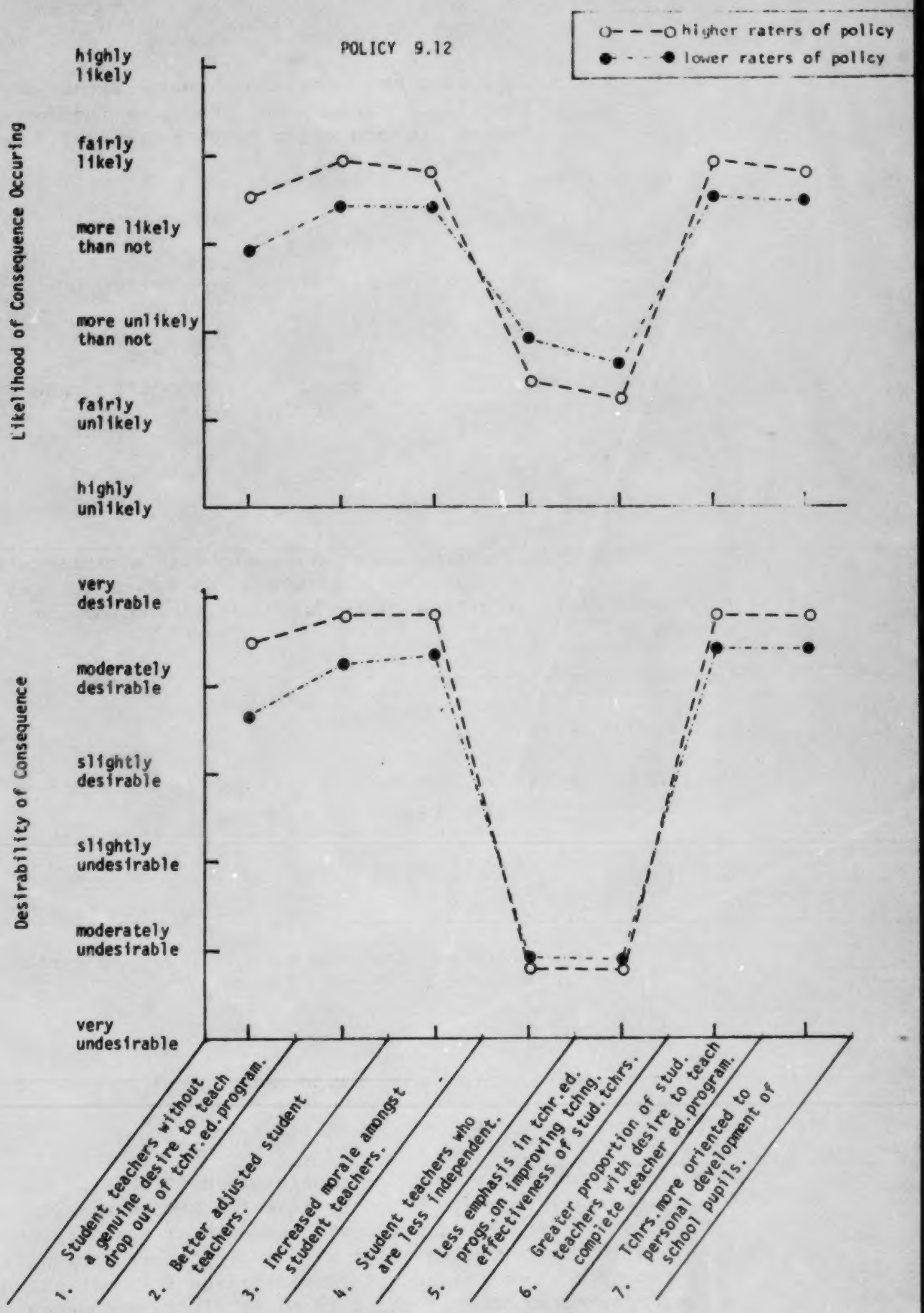

Fig. A - 9.12 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 9.13 In a teacher preparation program emphasis shall be placed, in the advanced phase, on instructing the student in curriculum development procedures.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.4 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the group with administrative and academic groups rating their knowledge as extensive, teachers and student teachers rating theirs as moderate and parents theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(5) upgraded standard of teaching effectiveness in schools;

(7) teachers adapting curricula to meet needs of particular group of children;

Moderately desirable:

(1) curricula changing faster to meet changing needs of school;

(6) greater diversity of curricula across schools.

Respondents thought it would be moderately desirable if there were a decreased rate at which teachers left the profession (2) and moderately undesirable if inexperienced student teachers proved unable to cope with curriculum development (3) or if insufficiently qualified and experienced teachers had responsibilities for curriculum development (4) but considered none of these to be likely consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (83): policy rating = 6 ('very desirable')
lower raters (81): policy rating < 6 (any response less than 'very desirable')

TABLE A - 9.13:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.13 In a teacher preparation program emphasis shall be placed, in the advanced phase, on instructing the student in curriculum development procedures.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.2	5.4
Heads of Teacher Education Programs	3.8	5.3
Lecturers in Teacher Education Programs	3.7	5.6
Teachers	3.1	5.2
Office Bearers in Local School Parents' Organizations	2.3	5.3
Student Teachers	3.1	5.3
Overall Means (unweighted)	3.4	5.4
Significance Tests:		
F ratio	22.6	1.4
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 28
by degree of consensus among groups = 33
by degree of consensus within groups = 10

Differences between higher and lower raters:

There were no significant differences between higher and lower raters of the policy in their judgments of the consequences..

Group Differences

There were significant differences among the groups' judgments of the consequences. Parents were less convinced than the other groups of the desirability of more rapid curriculum change or of the desirability of teachers adapting curricula for groups of children. Teachers, student teachers and parents were less convinced of the need for greater diversity in curricula across schools. Senior administrators and academics were more convinced of the need to upgrade teaching effectiveness in schools.

GENERAL COMMENT

This policy received quite strong support from all groups despite some differences in their judgments of its likely consequences. The administrative and academic groups were more committed to the development of a diversity among schools in curricula, which they believed the policy would produce, than were teachers, student teachers and parents. For the former groups this policy brought the promise of teachers able to create the local developments and adaptations they thought desirable. For the other groups, who also endorsed the policy, these consequences were expected but not held so strongly to be desirable.

TABLE A - 9.13:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

9.13 In a teacher preparation program emphasis shall be placed, in the advanced phase, on instructing the student in curriculum development procedures.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.8	
Consequences				
Curricula changing faster to meet changing needs of school.	Likelihood	4.8	4.3	4.5
	Desirability	5.5	5.2	5.3
Decreased rate at which teachers leave teaching profession.	Likelihood	3.8	3.4	3.6
	Desirability	5.1	4.7	4.9
Inexperienced student teachers unable to cope with curriculum development task.	Likelihood	3.1	3.3	3.2
	Desirability	1.7	1.8	1.8
Teachers without sufficient knowledge and experience developing and implementing curricula.	Likelihood	3.2	3.5	3.3
	Desirability	2.2	2.2	2.2
Upgraded standard of teaching effectiveness in schools.	Likelihood	4.6	4.2	4.4
	Desirability	5.6	5.5	5.6
Greater diversity of curricula across schools.	Likelihood	4.7	4.4	4.5
	Desirability	5.0	4.6	4.8
Teachers adapting curricula to meet needs of particular group of children.	Likelihood	5.0	4.7	4.8
	Desirability	5.7	5.4	5.5

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 9.13:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.13 In a teacher preparation program emphasis shall be placed, in the advanced phase, on instructing the student in curriculum development procedures.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.3	5.7	5.4	5.3	5.3	5.0	
Consequences								
Curricula changing faster to meet changing needs of school.	Likelihood	4.5	4.3	4.7	4.6	4.6	4.6	
	Desirability	5.6	5.3	5.6	5.3	4.9	5.4	**
Decreased rate at which teachers leave teaching profession.	Likelihood	3.8	3.5	4.8	3.4	3.7	3.5	
	Desirability	4.6	5.3	5.3	4.7	5.1	4.5	*
Inexperienced student teachers unable to cope with curriculum development rask.	Likelihood	2.9	3.3	3.1	3.6	3.3	3.0	
	Desirability	1.6	1.7	1.8	1.8	1.9	1.9	
Teachers without sufficient knowledge and experience developing and implementing curricula.	Likelihood	3.1	3.3	3.4	3.6	2.8	3.7	*
	Desirability	1.9	2.4	2.3	2.0	2.0	2.6	
Upgraded standard of teaching effectiveness in schools.	Likelihood	4.0	4.5	4.6	4.4	4.5	4.6	
	Desirability	5.6	5.7	5.8	5.4	5.4	5.5	**
Greater diversity of curricula across schools.	Likelihood	4.4	4.4	4.8	4.7	4.4	4.6	
	Desirability	5.6	5.5	5.3	4.4	3.8	4.3	**
Teachers adapting curricula to meet needs of particular group of children.	Likelihood	4.7	4.7	5.0	5.1	4.6	5.0	
	Desirability	5.7	5.8	5.8	5.6	4.8	5.5	**

** differences among means significant at .01 level

* differences among means significant at .05 level

POLICY 9.14 Training in human relations shall be emphasized in teacher education programs.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.7 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and lecturers rating their knowledge as extensive, heads of programs, teachers and student teachers rating theirs as moderate to extensive and parents theirs as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) upgraded standard of teaching effectiveness in schools;

(3) more communication between teacher and pupils;

(5) increased self-confidence of student teachers;

(7) better adjusted teachers.

Respondents judged that psychological damage to some student teachers (2) would be very undesirable and that decreased academic standing for teacher education (4) or reduced emphasis on improving teaching competence of student teachers (6) would be moderately undesirable, but considered none of these to be likely consequences of the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (98): policy rating = 6 ('very desirable')
lower raters (42): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

> Higher raters of the policy were more confident than lower raters that the very desirable consequences 1, 3, 5 and 7 would occur and, for all but 1, more convinced of their desirability. Higher raters were also more confident that the undesirable consequence 2 would not occur but more convinced of the undesirability of consequence 4.
>
> Those most committed to this policy were more confident that it would produce more self confident student teachers who would be better adjusted teachers, better able to communicate with students. They also valued these potential outcomes more highly.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy gained strong support. Its implementation would be expected to produce teachers who were more self-aware and better able to communicate with others. Respondents expressed no concern that there would be either direct or indirect damage done through human relations training programs.

TABLE A - 9.14:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.14 Training in human relations shall be emphasized in teacher education programs.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.2	5.8
Heads of Teacher Education Programs	3.6	5.7
Lecturers in Teacher Education Programs	3.9	5.5
Teachers	3.5	5.7
Office Bearers in Local School Parents' Organizations	2.8	5.7
Student Teachers	3.3	5.6
Overall Means (unweighted)	3.6	5.7
Significance Tests:		
F ratio	8.8	0.57
Probability	<.001	>.7

Rank of Policy:

by overall mean desirability = 14
by degree of consensus among groups = 68=
by degree of consensus within groups = 34

TABLE A - 9.14:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 9.14 Training in human relations shall be emphasized in teacher education programs.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences				
Upgraded standard of teaching effectiveness in schools.	**Likelihood**	5.1	4.0	4.6 **
	Desirability	5.7	5.6	5.6
Psychological damage to some student teachers.	**Likelihood**	2.2	2.7	2.4 **
	Desirability	1.4	1.7	1.5
More communication between teacher and pupils.	**Likelihood**	5.3	4.3	4.8 **
	Desirability	5.9	5.4	5.6 **
Decreased academic standing of teacher education programs.	**Likelihood**	2.4	2.8	2.6
	Desirability	1.7	2.4	2.0 **
Increased self-confidence of student teachers.	**Likelihood**	5.0	4.4	4.7 **
	Desirability	5.8	5.2	5.5 **
Less emphasis placed in the teacher education program on improving the teaching effectiveness of student teachers.	Likelihood	2.3	2.6	2.5
	Desirability	1.7	2.3	2.0
Better adjusted teachers.	Likelihood	5.1	4.1	4.6 **
	Desirability	5.8	5.3	5.6 **

** differences among means significant at .01 level
* differences among means significant at .05 level

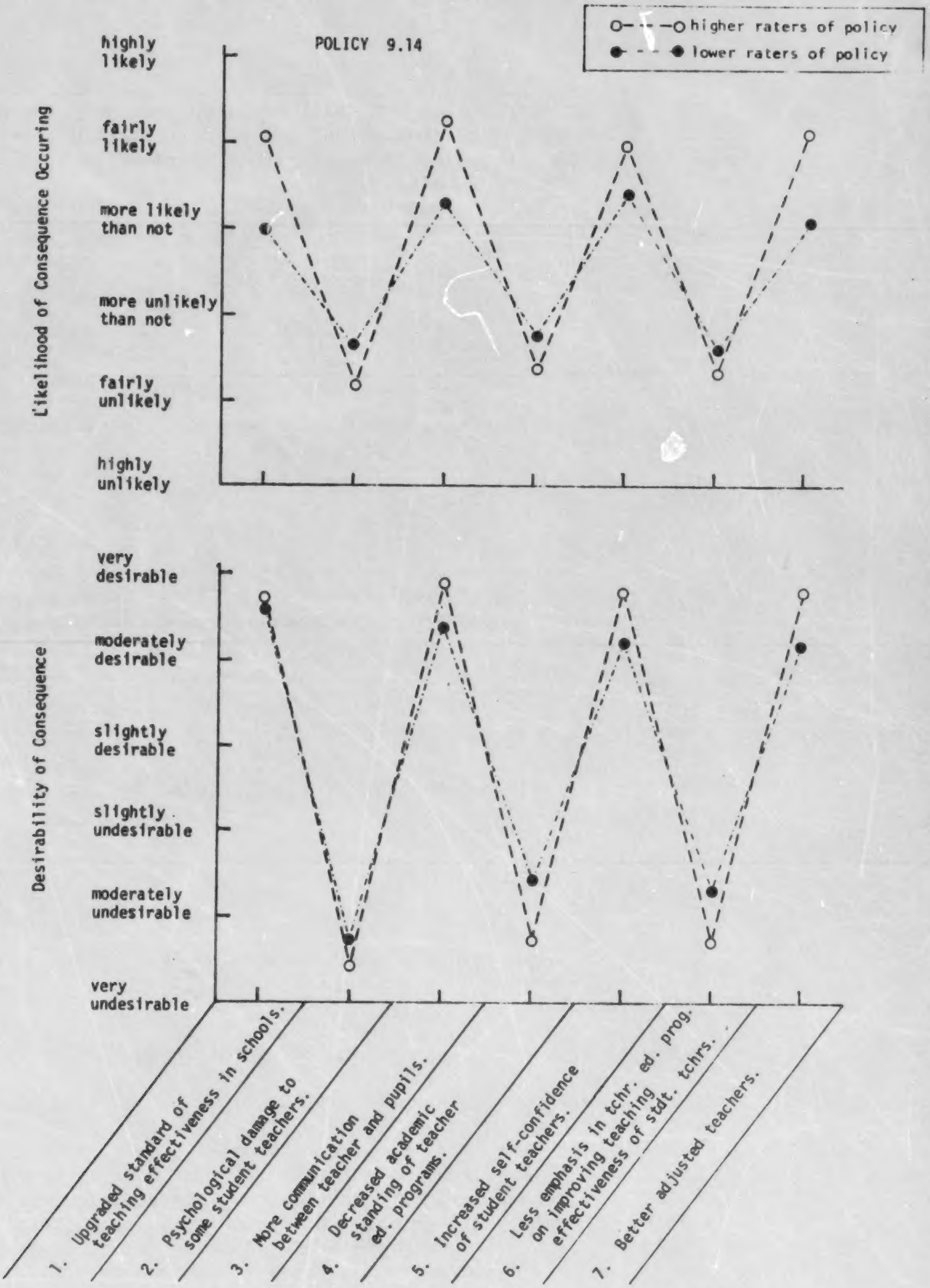

Fig. A - 9.14 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 9.15 The student teacher shall be taught not only how to develop the intellectual and academic skills of his pupils but also to develop their personal and social well-being.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.8 (very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences with parents rating their knowledge of the policy area as moderate and all other groups rating theirs as extensive.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) better adjusted school children;

(2) school children more highly motivated to learn;

Moderately desirable:

(5) improved academic achievement of school children;

(6) less truancy among school children.

Respondents judged that less emphasis on subject specialization in teacher education (4) would be slightly undesirable; that frustration of beginning teachers by school demands that they focus on academic achievement (3) would be moderately undesriable; and that psychological damage to school children by inadequately prepared teachers (7) would be very undesirable but considered none of these a likely consequence of the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (131): policy rating = 6 ('very desirable')
lower raters (31): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2 and 6 would occur and that the undesirable consequence 7 would not occur. They were also more convinced of the desirability of consequences 1 and 2.

Those most favourably disposed to his policy were more confident that it would lead to better adjusted and more highly motivated school children less inclined to truancy. They were also more inclined to doubt that there would be any psychological damage to school children at the hands of teachers seeking to facilitate their personal development.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy was strongly supported, with only 31 respondents using other than 'highly desirable' category. Its implementation would be expected to produce better adjusted school children, more highly motivated and less inclined to truancy, and also to achieve more highly academically. Those who had reservations about the policy were not convinced that the teachers might not cause psychological damage in the children or that the teachers might not experience some frustration in their early years of experience as they fitted into schools emphasising only academic achievement. In supporting the policy, the majority of the respondents declared an expectation of improved academic achievement as well as personal and social adjustment.

TABLE A - 9.15:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.15 The student teacher shall be taught not only how to develop the intellectual and academic skills of his pupils but also to develop their personal and social well-being.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.2	5.8
Heads of Teacher Education Programs	4.2	5.8
Lecturers in Teacher Education Programs	4.1	5.7
Teachers	3.9	5.8
Office Bearers in Local School Parents' Organizations	3.0	5.8
Student Teachers	3.7	5.7
Overall Means (unweighted)	3.8	5.8
Significance Tests:		
F ratio	12.1	0.2
Probability	<.001	>.9

Rank of Policy:

by overall mean desirability = 7=
by degree of consensus among groups = 2
by degree of consensus within groups = 14

TABLE A - 9.15:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 9.15 The student teacher shall be taught not only how to develop the intellectual and academic skills of his pupils but also to develop their personal and social well-being.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences				
Better adjusted school children.	**Likelihood**	5.0	4.3	4.7 **
	Desirability	5.9	5.6	5.8 *
School children more highly motivated to learn.	**Likelihood**	4.9	4.4	4.7 **
	Desirability	5.9	5.6	5.8 **
Frustration of new teachers due to demands by the school that he concentrate on the academic achievement of his pupils.	**Likelihood**	3.6	3.7	3.6
	Desirability	1.7	1.9	1.8
Less emphasis on subject specialization in teacher education programs.	**Likelihood**	3.5	3.3	3.4
	Desirability	3.6	3.1	3.4
Improved academic achievement of school children.	**Likelihood**	4.5	4.1	3.3
	Desirability	5.2	5.2	5.2
Less truancy among school children.	**Likelihood**	4.6	4.0	4.2 *
	Desirability	5.5	5.4	5.4
Psychological damage to some school children due to inadequate preparation of teacher.	**Likelihood**	2.6	3.4	3.6 **
	Desirability	1.3	1.3	1.3

** differences among means significant at .01 level
* differences among means significant at .05 level

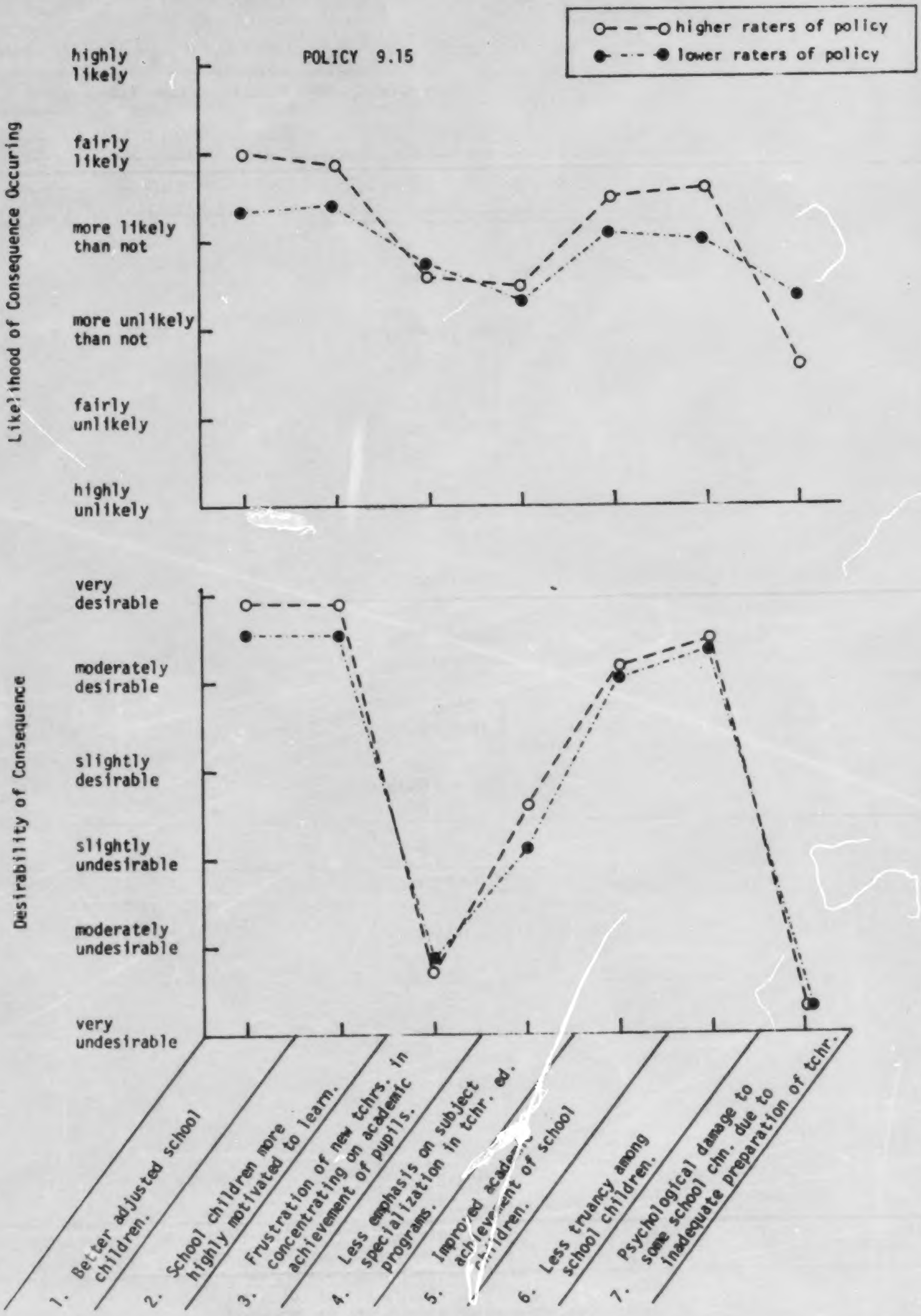

Fig. A - 9.15 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 9.16 Student teachers shall play a part in planning and evaluating the programs of teacher education in which they are enrolled.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.0 (moderately desirable)

Group differences:

significant differences among respondent groups with senior administrators, academics and student teachers judging the policy to be moderately to very desirable and teachers and parents rating it to be slightly to moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with academics and student teachers rating their knowledge as extensive, teachers rating theirs as moderate and parents and senior administrators rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) upgraded standard of teacher education programs;

(7) increased communication between students and lecturers;

Moderately desirable:

(3) more frequent critical evaluation of the teacher education program;

(5) additional responsibility for students;

(6) students more involved in the teacher education program;

Slightly desirable:

(4) frequent changes in the teacher education program.

Respondents judged that lower standards of teacher education (1) would be very undesirable but considered that unlikely to be a consequence of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (69): policy rating = 6 ('very desirable')
lower raters (96): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 2, 3, 5, 6 and 7 would occur and that the potentially undesirable consequence 1 would not occur. They were also more convinced of the desirability of all six desirable consequences.

Those most favourably disposed to this policy were more inclined to expect and valued more increased involvement of student teachers with their lecturers in developing their programs thinking that this would lead to more frequent evaluation and improvement in teacher education programs. They were much less inclined to expect student involvement to lower standards.

Group Differences

There were significant differences among respondent groups' judgments of the consequences. Parents and teachers, who were less convinced of the desirability of the policy were less convinced than the other groups of the desirability of involving student teachers more, of giving them additional responsibility or of increasing communication between them and their lecturers. They were also more inclined to doubt that the policy would lead to improved teacher education programs, parents also being less convinced of the value of more frequent evaluations. Together with senior administrators, parents and teachers were not so confident as the others that standards of teacher education would not fall.

GENERAL COMMENT

This policy received moderate support. Its supporters expected its implementation to engage student teachers productively with their lecturers in the evaluation and development of their education programs. Those less convinced of the value of the policy doubted that it would lead to improved teacher education programs, suspecting instead that standards might actually fall.

TABLE A - 9.16:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 9.16 Student teachers shall play a part in planning and evaluating the programs of teacher education in which they are enrolled.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	2.5	5.3
Heads of Teacher Education Programs	4.4	5.3
Lecturers in Teacher Education Programs	3.8	5.2
Teachers	2.9	4.3
Office Bearers in Local School Parents' Organizations	2.2	4.4
Student Teachers	3.7	5.5
Overall Means (unweighted)	3.2	5.0
Significance Tests:		
F ratio	25.1	7.5
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 40
by degree of consensus among groups = 9
by degree of consensus within groups = 22

TABLE A - 9.16:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 9.16 Student teachers shall play a part in planning and evaluating the programs of teacher education in which they are enrolled.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.4	
Consequences				
Lower standard of teacher education programs.	Likelihood	2.0	3.0	2.5 **
	Desirability	*1.4*	*1.5*	*1.5*
Upgraded standard of teacher education programs.	Likelihood	4.6	3.6	4.1 **
	Desirability	*5.7*	*5.4*	*5.6* **
More frequent critical evaluation of the teacher education program.	Likelihood	5.2	4.5	4.8 **
	Desirability	*5.7*	*5.1*	*5.4* **
Frequent changes in the teacher education program.	Likelihood	4.2	4.1	4.1
	Desirability	*4.1*	*3.1*	*3.6* **
Additional responsibility for students.	Likelihood	5.3	4.7	5.0 **
	Desirability	*5.3*	*4.8*	*5.1* **
Students more involved in the teacher education program.	Likelihood	5.4	5.1	5.3 *
	Desirability	*5.7*	*5.0*	*5.3* **
Increased communication between students and lecturers.	Likelihood	5.5	5.0	5.2 **
	Desirability	*5.8*	*5.4*	*5.6* **

** differences among means significant at .01 level
 * differences among means significant at .05 level

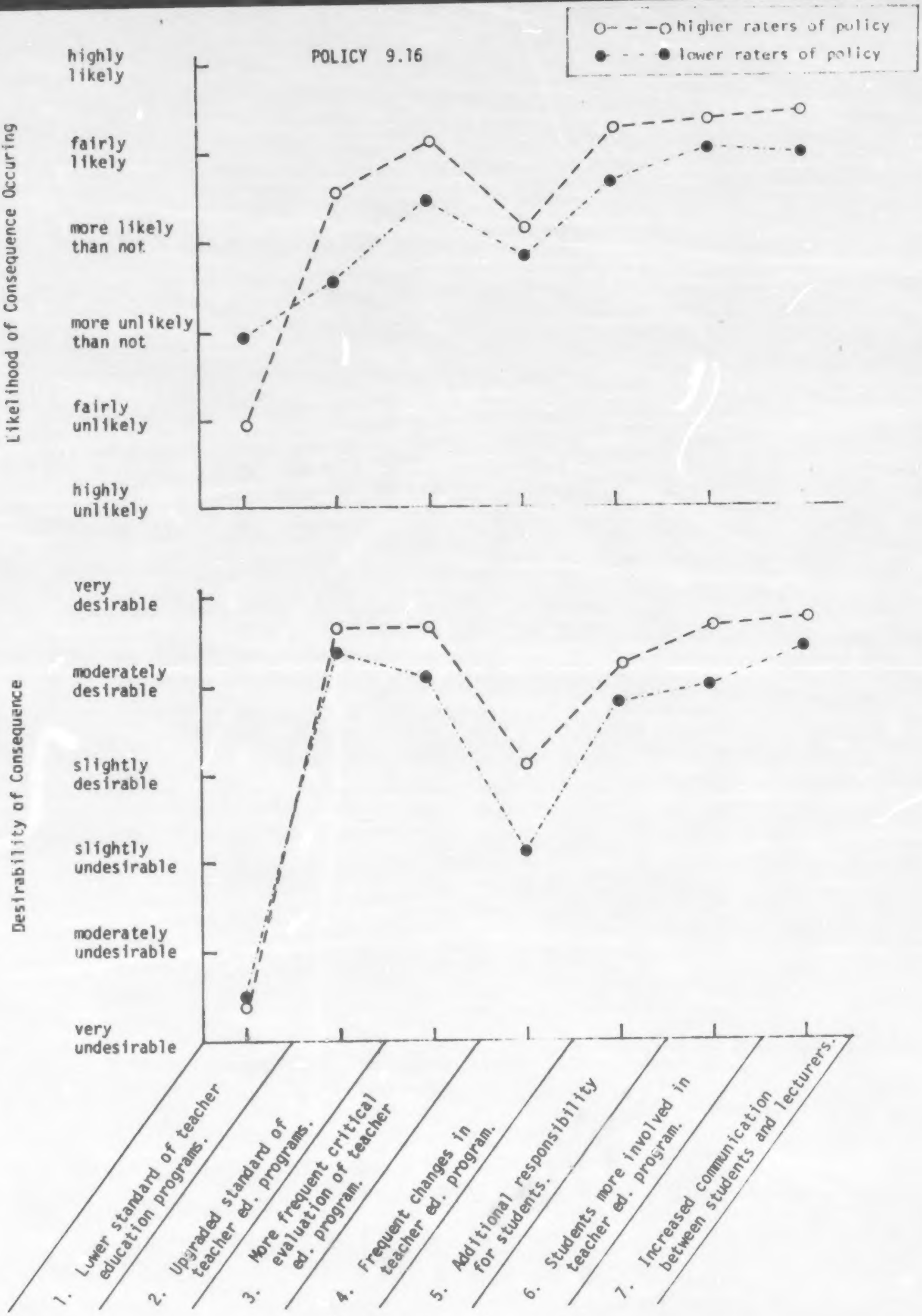

Fig. A - 9.16 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 9.16:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 9.16 Student teachers shall play a part in planning and evaluating the programs of teacher education in which they are enrolled.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.3	5.3	5.2	4.3	4.4	5.5	
Consequences								
Lower standard of teacher education programs.	Likelihood	2.7	2.2	2.3	2.8	2.9	2.2	**
	Desirability	*1.0*	*1.3*	*1.4*	*1.6*	*1.9*	*1.6*	
Upgraded standard of teacher education programs.	Likelihood	4.1	4.4	4.3	3.7	3.9	4.3	**
	Desirability	*5.2*	*5.9*	*5.8*	*5.4*	*5.7*	*5.3*	**
More frequent critical evaluation of the teacher education program.	Likelihood	4.7	5.0	4.9	4.8	4.6	5.0	*
	Desirability	*5.7*	*5.8*	*5.5*	*5.3*	*4.8*	*5.3*	**
Frequent changes in the teacher education program.	Likelihood	3.8	4.1	4.3	4.5	4.0	4.1	
	Desirability	*2.9*	*3.6*	*3.9*	*3.7*	*3.5*	*4.0*	*
Additional responsibility for students.	Likelihood	4.9	5.2	4.9	5.1	5.1	5.0	
	Desirability	*5.3*	*5.6*	*5.3*	*4.8*	*4.2*	*5.2*	**
Students more involved in the teacher education program.	Likelihood	5.6	5.5	5.1	5.2	5.0	5.3	
	Desirability	*5.7*	*5.7*	*5.5*	*4.9*	*4.8*	*5.4*	**
Increased communication between students and lecturers.	Likelihood	5.1	5.5	5.1	5.4	5.1	5.3	
	Desirability	*5.6*	*5.9*	*5.7*	*5.4*	*5.3*	*5.8*	**

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.1 Students shall spend at least two or three weeks in a school as teacher aides, immediately before embarking on the first year of their teacher preparation.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.6 (slightly to moderately desirable)

Group differences:

no significant difference among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with parents rating their knowledge of the policy area as limited and the other groups rating theirs as moderate to extensive.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) more student teachers with a genuine desire to teach;

(6) closer integration of theory and practice in teacher education programs;

Moderately desirable:

(1) student teachers assessing their suitability for teaching before beginning the teacher education program;

(3) students more highly motivated in their studies;

(5) lower drop-out rate during the teacher education program.

Respondents judged that any discouragement of student teachers because of inability to participate effectively in teaching (2) or any increased disruption in schools (7) would be moderately undesirable but considered neither of these to be likely consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (110): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (57): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 3, 4, 5 and 6 would occur and, for all but 5, were more convinced of their desirability. The higher raters were also more confident that the undesirable consequences 2 and 7 would not occur.

Those most favourably disposed to this policy were more inclined to expect the early exposure to the classroom to encourage early drop-out of students not suited to teaching and to ensure higher levels of commitment and motivation among those who continue. They were also more inclined to believe that the experience would provide practical insights to help student teachers integrate theory and practice and less inclined to believe that students would be discouraged or schools disrupted.

Group Differences

There were significant differences among groups' judgments of the consequences. The administrative and academic groups were most convinced of the desirability of having more students with a genuine desire to teach and the academic groups, teachers and student teachers were most convinced of the desirability of having closer integration of theory and practice. For both consequences, however, all groups gave positive ratings despite the differences in intensity.

GENERAL COMMENT

This policy gained only slight to moderate support. Despite clear agreement about the desirability or undesirability of the various outcomes presented, there was marked disagreement about whether they would flow from policy implementation. Those who favoured the policy thought the desirable consequences would occur and that the undesirable ones would not. Those opposing the policy thought the undesirable consequences would occur but were very doubtful about whether the desirable ones would.

TABLE A - 10.1:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.1 Students shall spend at least two or three weeks in a school as teacher aides, immediately before embarking on the first year of their teacher preparation.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	4.4
Heads of Teacher Education Programs	3.8	4.0
Lecturers in Teacher Education Programs	3.6	4.5
Teachers	3.2	4.9
Office Bearers in Local School Parents' Organizations	2.2	4.6
Student Teachers	3.5	4.9
Overall Means (unweighted)	3.3	4.6
Significance Tests:		
F ratio	14.8	1.3
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability = 55
by degree of consensus among groups = 31
by degree of consensus within groups = 62

TABLE A - 10.1:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.1 Students shall spend at least two or three weeks in a school as teacher aides, immediately before embarking on the first year of their teacher preparation.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.5	3.7	
Consequences				
Student teachers assessing their suitability for teaching before beginning the teacher education program.	Likelihood	4.8	3.7	4.2 **
	Desirability	*5.4*	*4.1*	*4.7* **
Discouragement of student teachers during this period, due to their lack of the skills required for effective participation in teaching.	Likelihood	3.0	4.1	3.5 **
	Desirability	*2.0*	*1.7*	*1.9*
Students more highly motivated in their studies.	Likelihood	4.6	3.4	4.0 **
	Desirability	*5.6*	*5.2*	*5.4* **
More student teachers with a genuine desire to teach.	Likelihood	4.7	3.3	4.0 **
	Desirability	*5.9*	*5.5*	*5.7* **
Lower drop-out rate during the teacher education program.	Likelihood	4.5	3.3	3.9 **
	Desirability	*5.4*	*5.3*	*5.4*
Closer integration of theory and practice in teacher education programs.	Likelihood	4.6	3.2	3.9 **
	Desirability	*5.7*	*5.3*	*5.5* **
Increased disruption of schools.	Likelihood	3.2	3.9	3.5 **
	Desirability	*2.0*	*1.8*	*1.9* **

** differences among means significant at .01 level
* differences among means significant at .05 level

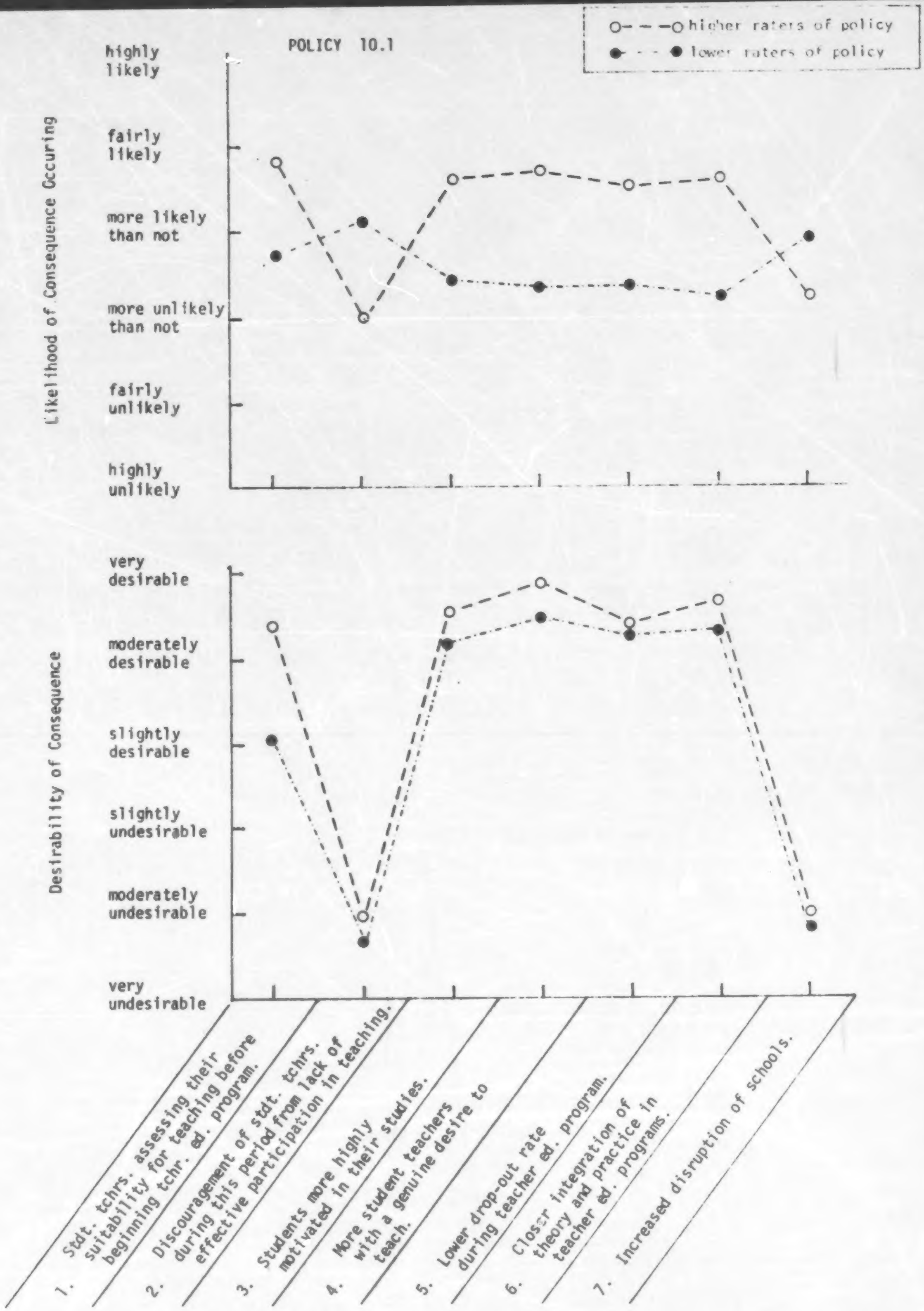

Fig. A - 10.1 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.1:3
Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.1 Students shall spend at leat two or three weeks in a school as teacher aides, immediately before embarking on the first year of their teacher preparation.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.4	4.0	4.5	4.9	4.6	4.9	
Consequences								
Student teachers assessing their suitability for teaching before beginning the teacher education program.	Likelihood	4.2	4.1	4.1	4.6	4.1	4.4	
	Desirability	4.7	4.9	4.9	4.8	5.5	4.6	
Discouragement of student teachers during this period, due to their lack of skills required for effective participation in teaching.	Likelihood	3.1	3.8	3.6	3.6	3.2	3.9	
	Desirability	1.8	1.6	1.6	2.0	2.1	2.2	
Students more highly motivated in their studies.	Likelihood	3.8	4.0	4.2	3.9	4.0	4.0	
	Desirability	5.8	5.[illegible]	5.5	5.3	5.0	5.3	
More student teachers with a genuine desire to teach.	Likelihood	3.6	4.0	4.2	4.1	3.9	4.2	
	Desirability	5.9	5.9	5.9	5.6	5.3	5.5	**
Lower drop-out rate during the teacher education program.	Likelihood	3.7	4.1	3.9	4.2	3.5	4.1	
	Desirability	5.7	5.1	5.4	5.5	5.3	5.2	
Closer integration of theory and practice in teacher education programs.	Likelihood	3.0	4.2	3.9	4.1	4.0	4.1	
	Desirability	5.3	5.8	5.6	5.6	5.0	5.7	**
Increased disruption of schools .	Likelihood	3.3	3.4	3.4	3.7	3.5	4.1	
	Desirability	1.5	1.8	1.8	2.2	1.7	2.1	

** differences among means significant at .01 level
* differences among means significant at .05 level

462

POLICY 10.2 Extensive support and supervision shall be provided for student teachers during teaching practice, particularly in the first year.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.6 (moderately to very desirable)

Group differences:

no significant difference among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups, parents rating their knowledge limited to moderate, heads of programs rating theirs very extensive and all other groups rating theirs as extensive.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(4) student teachers more confident of their teaching skills;

(5) new teachers with a higher level of teaching competence;

(6) improved relations between the teacher education institution and schools where student teaching practice is conducted;

(7) closer integration of theory and practice in teacher education programs;

Moderately desirable:

(2) lower drop-out rate during the teacher education program.

Respondents judged that it would be moderately undesirable if student teachers were less likely to experiment in their teaching (3) or if resources used for this policy could be used more beneficially in other areas of teacher education (1) but considered neither of these to be likely if this policy were implemented.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (122): policy rating = 6 ('very desirable')
lower raters (26): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Little comparison can be made between higher and lower raters of the policy because only three respondents used the undesirable categories.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy desirable and those rating it undesirable.

GENERAL COMMENT

This policy was well supported. Its implementation would be expected to improve the confidence and skills of student teachers during practice teaching, to facilitate integration of theory and practice, to decrease the drop-out rate of student teachers and to improve relationships between teacher education institutions and schools where teaching practice is conducted.

TABLE A - 10.2:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.2 Extensive support and supervision shall be provided for student teachers during teaching practice, particularly in the first year.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.7
Heads of Teacher Education Programs	4.5	5.0
Lecturers in Teacher Education Programs	4.2	5.7
Teachers	3.6	5.8
Office Bearers in Local School Parents' Organizations	2.5	5.8
Student Teachers	3.7	5.6
Overall Means (unweighted)	3.8	5.6
Significance Tests:		
F ratio	24.2	1.3
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability	=	17
by degree of consensus among groups	=	28
by degree of consensus within groups	=	27

TABLE A - 10.2:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.2 Extensive support and supervision shall be provided for student teachers during teaching practice, particularly in the first year.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.8	1.7	
Consequences				
Less beneficial use of resources than if they were directed to other aspects of teacher education.	Likelihood	2.2	3.1	2.7 **
	Desirability	1.9	2.2	2.0
Lower drop-out rate during the teacher education program.	Likelihood	4.5	3.8	4.2 **
	Desirability	5.0	4.5	4.8
Student teachers less likely to experiment in their teaching practice.	Likelihood	3.1	3.6	3.3
	Desirability	2.4	2.7	2.5
Student teachers more confident of their teaching skills.	Likelihood	5.0	4.4	4.7 **
	Desirability	5.8	5.5	5.7 **
New teachers with a higher level of teaching competence.	Likelihood	5.0	4.3	4.7 **
	Desirability	5.9	5.5	5.7 **
Improved relations between the teacher education institution and schools where student teaching practice is conducted.	Likelihood	4.8	4.1	4.4 **
	Desirability	5.7	5.3	5.5 **
Closer integration of theory and practice in teacher education programs.	Likelihood	5.0	4.5	4.7 **
	Desirability	5.6	5.3	5.5 *

** differences among means significant at .01 level
* differences among means significant at .05 level

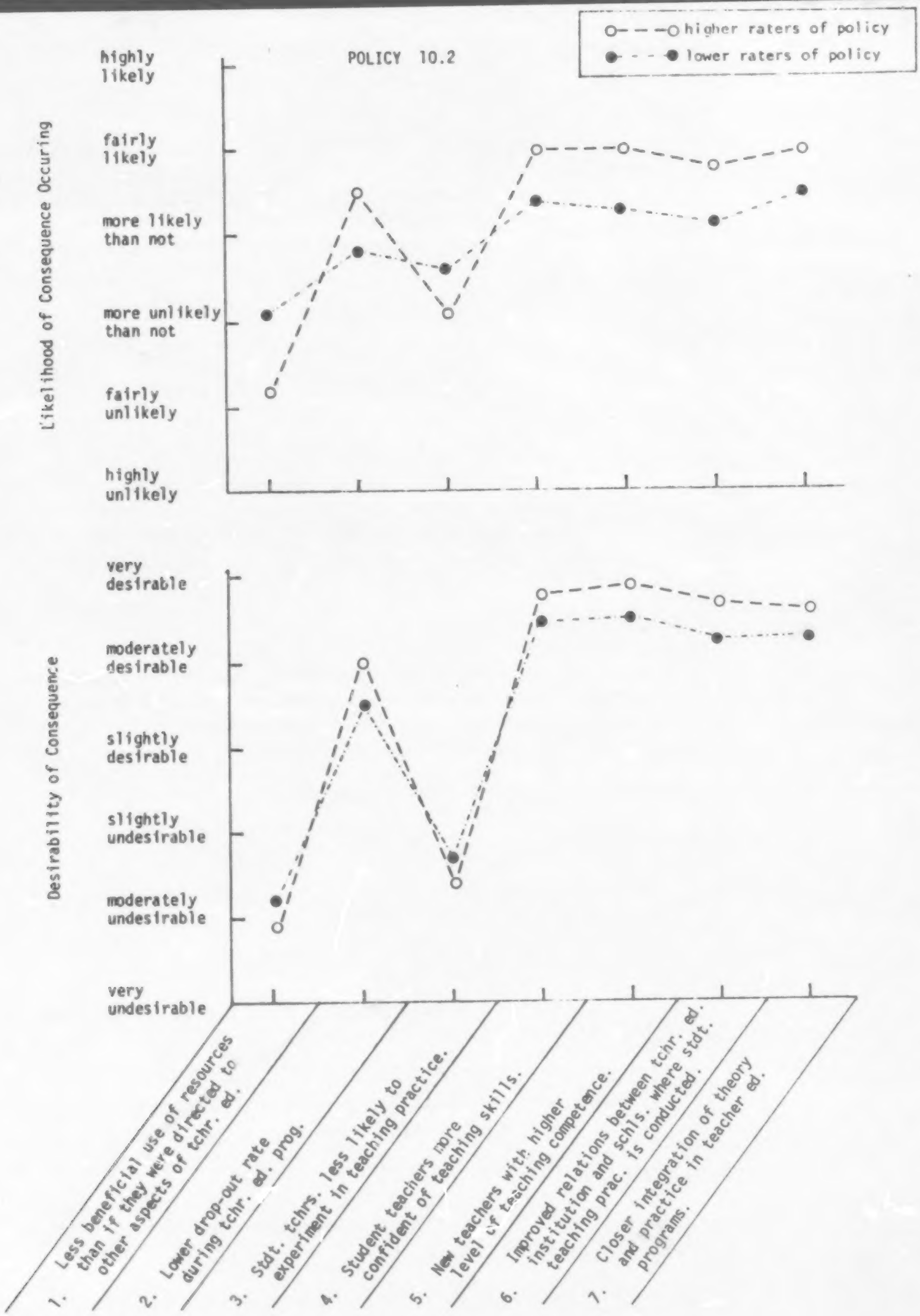

Fig. A - 10.2 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 10.3 To improve the teaching skills of student teachers, teaching practice with small groups of children for short periods, followed by critical analysis with a supervisor, shall be used as a supplement to teaching of whole classes for regular school periods.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.2 (moderately desirable)

Group differences:

significant differences among respondent groups with teachers and student teachers rating the policy moderately desirable and the other groups rating it moderately to very desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge of the policy area as extensive; teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) new teachers with a higher level of teaching competence;

(2) student teachers more confident of their teaching skills;

(5) teachers more able to objectively evaluate the effectiveness of their teaching performance;

Moderately desirable:

(3) student teachers more satisfied with the teacher education program;

Slightly undesirable:

(4) teaching techniques suitable for small groups of children used with whole classes.

Respondents judged that it would be moderately undesirable if student teachers experienced difficulty in the transition from small group to whole class teaching (7) or if resources required for this policy could be used more beneficially for other aspects of teacher education (6) but considered neither of these likely if this policy were implemented.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (77): policy rating = 6 ('very desirable')
lower raters (73): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 3 and 5 would occur and, in the cases of 1, 3 and 5, more convinced of their desirability. They were more certain that 4 would occur but considered it slightly desirable whereas lower raters of the policy considered it slightly undesirable. The higher raters were also more confident that the undesirable consequences 6 and 7 would not occur.

Those most favourably disposed to the policy were more inclined to expect it to produce more confident and satisfied student teachers more able objectively to evaluate their performance.

Group Differences

There were no significant differences among the respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy received moderate support. Its implementation would be expected to improve the competence and confidence of student teachers and to make them better able to evaluate their own performance. The possibility of their seeking to use small group techniques with whole classes or having difficulty in making the transition from small group to whole class teaching worried some respondents and may account for the level of support given the policy in spite of the number of desirable consequences confidently predicted.

TABLE A - 10.3:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.3 To improve the teaching skills of student teachers, teaching practice with small groups of children for short periods, followed by critical analysis with a supervisor, shall be used as a supplement to teaching of whole classes for regular school periods.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.4
Heads of Teacher Education Programs	4.1	5.3
Lecturers in Teacher Education Programs	4.0	5.6
Teachers	3.3	4.9
Office Bearers in Local School Parents' Organizations	2.4	5.3
Student Teachers	3.3	4.9
Overall Means (unweighted)	3.5	5.2
Significance Tests:		
F ratio	17.5	3.6
Probability	<.001	<.004

Rank of Policy:

by overall mean desirability = 34
by degree of consensus among groups = 57
by degree of consensus within groups = 29

TABLE A - 10.3:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.3 To improve the teaching skills of student teachers, teaching practice with small groups of children for short periods, followed by critical analysis with a supervisor, shall be used as a supplement to teaching of whole classes for regular school periods.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.6	
Consequences				
New teachers with a higher level of teaching competence.	Likelihood	5.2	4.5	4.8 **
	Desirability	5.9	5.7	5.8 **
Student teachers more confident of their teaching skills.	Likelihood	5.3	4.7	5.0 **
	Desirability	5.9	5.7	5.8
Student teachers more satisfied with the teacher education program.	Likelihood	5.3	4.5	4.9 **
	Desirability	5.5	5.0	5.2 **
Teaching techniques suitable for small groups of children used with whole classes.	Likelihood	4.2	3.8	4.0 *
	Desirability	3.7	3.2	3.4 *
Teachers more able to objectively evaluate the effectiveness of their teaching performance.	Likelihood	5.0	4.6	4.8 **
	Desirability	5.8	5.6	5.7 **
Less beneficial use of resources than if they were directed to other aspects of teacher education.	Likelihood	2.2	2.6	2.4 **
	Desirability	1.7	2.0	1.9
Difficulty of moving from teaching small groups to teaching whole classes.	Likelihood	2.6	3.3	3.0 **
	Desirability	2.0	2.1	2.0

** differences among means significant at .01 level
* differences among means significant at .05 level

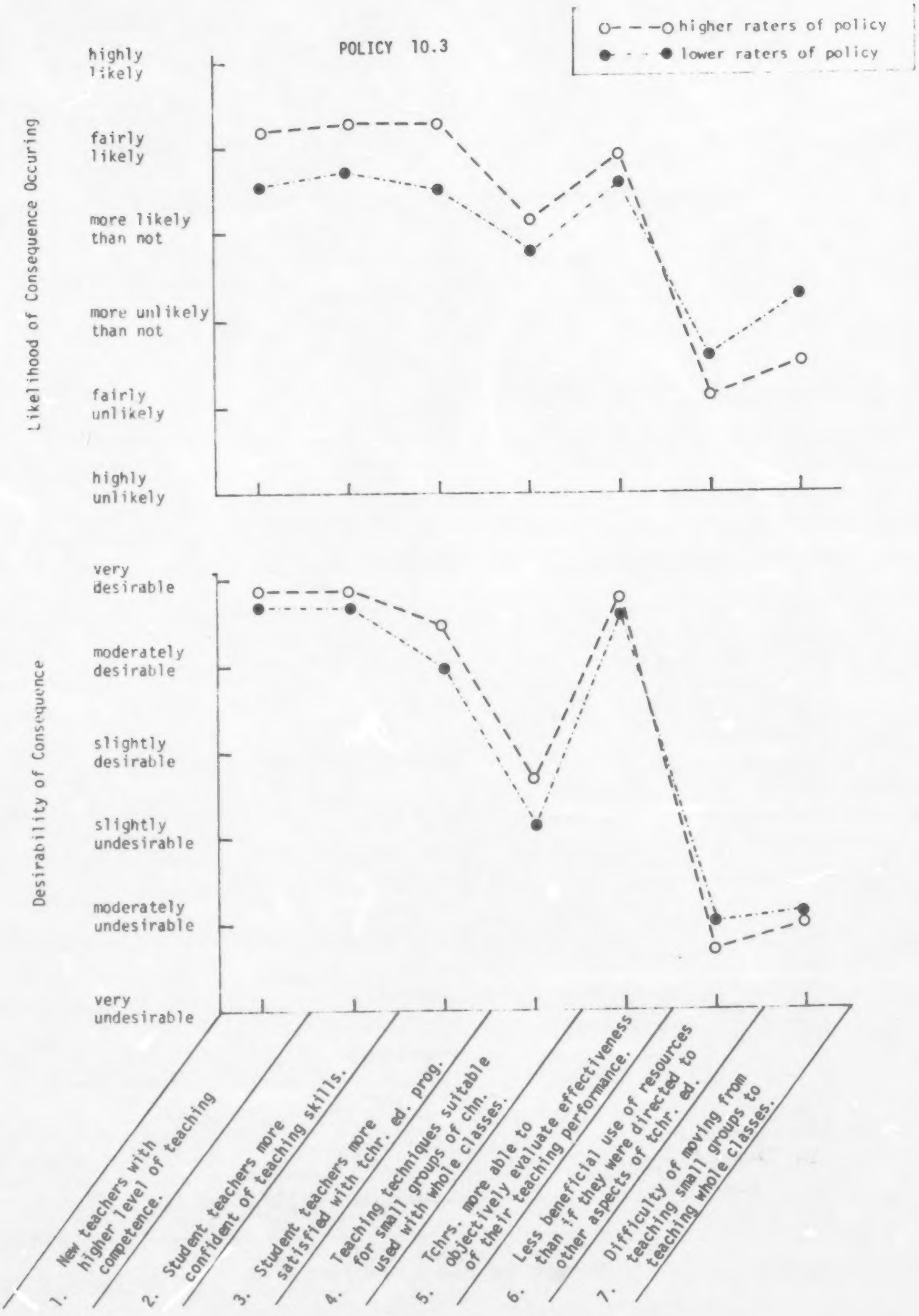

Fig.A - 10.3 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 10.4 Teaching children in groups of varying ages and levels shall be emphasized in practice teaching.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.5 (moderately to very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups and teachers rating their knowledge of the policy area as extensive and parents and student teachers rating theirs as moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(6) upgraded standard of teaching effectiveness in schools;

Moderately desirable:

(1) increased emphasis on individualized instruction in schools;

(2) more student teachers discover the age level they are best suited to teach;

(3) easier staff allocation in schools, due to the wider teaching experience of teachers.

Respondents judged that decreased specialization by student teachers (7) would be slightly desirable, a more superficial knowledge of the age group which the student teacher finally chooses to teach (4) would be slightly undesirable and that increased disruption of practice teaching schools (5) would be moderately undesirable; but considered none of these to be likely consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (34): policy rating = 6 ('very desirable')
lower raters (54): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 3 and 6 would occur and more convinced of their desirability.

Those most favourably disposed toward the policy were more confident that it would provide student teachers with a breadth of experience from which better to choose the age level of children they would prefer to teach and more effectively to cater for individual differences when they begin to teach and more convinced of the value of these developments. They were also more confident that it would allow more flexible staffing of schools and more satisfied that that would be a good thing.

Group Differences

There were significant differences among the respondent groups' judgments of the consequences. The administrative and academic groups thought it would be undesirable if student teachers had a more superficial knowledge of the age group they finally chose to teach whereas the other groups thought that would not matter. The administrative and academic groups were convinced this consequence would not occur, although the others expected it to. The net effect was to make no difference to their judgments of the policy. Senior administrators were less convinced than the others of the value of students discovering the age range they were best suited to teach and parents were less convinced of the value of more individualised instruction in schools.

GENERAL COMMENT

This policy was well supported. Although there were some reservations about the desirability of student teachers knowing less about a particular age group as a consequence of a broadened experience over a wider age range, implementation of the policy would generally be regarded as likely to produce benefits. The benefits for the individual teacher would be a greater awareness of what to expect from a range of individuals and for the schools would be increased flexibility in staff allocation because of the teacher's experience of a wider age range during training.

TABLE A - 10.4:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.4 Teaching children in groups of varying ages and levels shall be emphasized in practice teaching.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.8
Heads of Teacher Education Programs	4.2	5.5
Lecturers in Teacher Education Programs	4.1	5.6
Teachers	3.7	5.5
Office Bearers in Local School Parents' Organizations	2.5	5.2
Student Teachers	3.3	5.3
Overall Means (unweighted)	3.6	5.5
Significance Tests:		
F ratio	21.8	1.9
Probability	<.001	>.09

Rank of Policy:

by overall mean desirability = 21=
by degree of consensus among groups = 39
by degree of consensus within groups = 18=

TABLE A - 10.4:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.4 Teaching children in groups of varying ages and levels shall be emphasized in practice teaching.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Increased emphasis on individualized instruction in schools.	Likelihood	4.9	4.1	4.5 **
	Desirability	5.7	4.9	5.3 **
More student teachers discover the age level they are best suited to teach.	Likelihood	4.9	4.2	4.5 **
	Desirability	5.3	4.8	5.0 **
Easier staff allocation in schools, due to the wider teaching experience of teachers.	Likelihood	4.9	4.1	4.5 **
	Desirability	5.4	4.8	5.1 **
More superficial knowledge of the age group finally chosen by the teacher as his specialty.	Likelihood	3.7	3.6	3.6
	Desirability	3.0	2.9	3.0
Increased disruption of the practice teaching schools.	Likelihood	3.4	3.5	3.5
	Desirability	1.8	2.0	1.9
Upgraded standard of teaching effectiveness in schools.	Likelihood	4.8	4.0	4.4 **
	Desirability	5.7	5.4	5.6 **
Decreased specialization by student teachers.	Likelihood	3.6	3.7	3.6
	Desirability	3.6	3.8	3.7

** differences among means significant at .01 level
* differences among means significant at .05 level

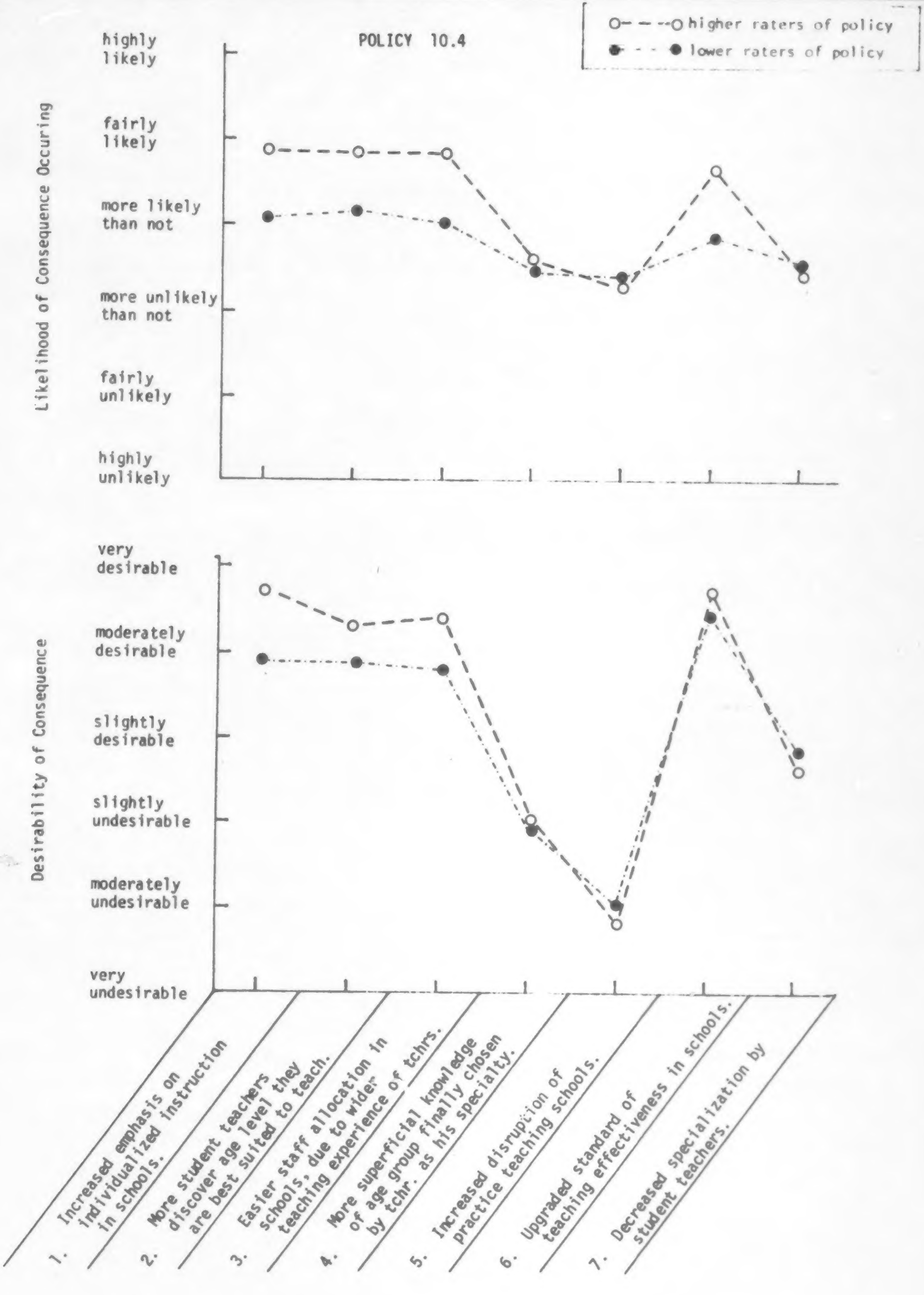

Fig. A - 10.4 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.4:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.4 Teaching children in groups of varying ages and levels shall be emphasized in practice teaching.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.8	5.5	5.6	5.5	5.2	5.3	
Consequences								
Increased emphasis on individualized instruction in schools.	Likelihood	4.7	4.7	4.6	4.5	4.0	4.4	
	Desirability	5.5	5.9	5.4	5.3	4.6	5.1	**
More student teachers discover the age level they are best suited to teach.	Likelihood	3.9	4.9	4.4	4.9	4.5	4.5	
	Desirability	4.0	5.4	5.1	5.2	5.3	5.1	**
Easier staff allocation in schools, due to the wider teaching experience of teachers.	Likelihood	4.7	5.0	4.2	4.8	4.2	4.4	
	Desirability	4.7	5.4	5.1	5.2	5.1	5.0	
More superficial knowledge of the age group finally chosen by the teacher as his speciality.	Likelihood	3.4	3.0	3.1	4.3	4.0	3.9	**
	Desirability	2.4	2.0	2.2	4.0	4.0	3.4	**
Increased disruption of the practice teaching in schools.	Likelihood	3.3	3.0	3.4	4.0	3.6	3.6	
	Desirability	2.2	1.7	1.9	1.8	1.8	2.0	
Upgraded standard of teaching effectiveness in schools.	Likelihood	4.1	4.7	4.5	4.5	4.4	4.4	
	Desirability	5.7	5.8	5.8	5.3	5.4	5.4	*
Decreased specialization by student teachers.	Likelihood	3.6	3.7	3.6	3.6	3.5	3.8	
	Desirability	4.4	3.7	3.7	3.5	3.3	3.4	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.5 During teaching practice the student teacher shall have some experience in working, not alone, but in a team of student teachers, in which each one has a definite role as the team teaches a group of children.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.9 (moderately desirable)

Group differences:

significant differences among respondent groups with the administrative groups, and student teachers rating the policy moderately desirable and teachers and parents rating it slightly to moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with senior administrators and lecturers rating their knowledge of the policy area extensive; heads of programs, teachers and student teachers rating theirs as moderate; and parents rating their as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(6) student teachers more confident of their teaching skills;

Moderately desirable:

(1) student teachers more satisfied with the teacher education program;

(3) students more aware of their teaching strengths and weaknesses;

(5) faster diffusion of team teaching techniques into schools;

Slightly desirable:

(2) increased specialization by student teachers.

Respondents judged that a decreased emphasis on strengthening individual student teacher's teaching weaknesses (7) and any frustration of beginning teachers not able to work in a team (4) would be moderately undesirable but considered neither of these to be a likely consequence of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (105): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (47): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 5 and 6 would occur. They were also more convinced of the desirability of 5.

Those most favourably disposed to the policy were more confident that it would make student teachers more confident in their teaching and more satisfied with their programs and that it would facilitate the diffusion of team teaching techniques into schools.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately desirable or better and those giving it any lesser rating.

GENERAL COMMENT

This policy received moderate support. Its implementation would be expected to produce student teachers who are more confident of their teaching skills, strengths and weaknesses and more satisfied with their teacher education program and lead to faster diffusion of team teaching techniques into schools. There was some concern that insufficient attention might be given to strengthening the teaching weaknesses of individual student teachers and some fear that, as beginning teachers, they may become frustrated if they cannot work in a team.

TABLE A - 10.5:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.5 During teaching practice the student teacher shall have some experience in working, not alone, but in a team of student teachers in which each one has a definite role as the team teaches a group of children.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	5.3
Heads of Teacher Education Programs	3.2	4.8
Lecturers in Teacher Education Programs	3.6	5.2
Teachers	2.7	4.6
Office Bearers in Local School Parents' Organizations	2.2	4.4
Student Teachers	2.8	4.9
Overall Means (unweighted)	3.1	4.9
Significance Tests:		
F ratio	12.8	5.8
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 42=
by degree of consensus among groups = 66=
by degree of consensus within groups = 26

TABLE A - 10.5:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.5 During teaching practice the student teacher shall have some experience in working, not alone, but in a team of student teachers in which each one has a definite role as the team teachers a group of children.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	3.8	
Consequences				
Student teachers more satisfied with the teacher education program.	Likelihood	4.9	3.8	4.3 **
	Desirability	5.3	5.2	5.2
Increased specialization by student teachers.	Likelihood	4.1	4.0	4.1
	Desirability	3.7	3.7	3.7
Students more aware of their teaching strengths and weaknesses.	Likelihood	4.7	4.6	4.6
	Desirability	5.4	5.3	5.3
Frustration for new teachers due to their not being free to put their team teaching skills into practice.	Likelihood	3.4	3.9	3.7
	Desirability	2.0	2.4	2.2
Faster diffusion of team teaching techniques into schools.	Likelihood	4.8	4.4	4.6 *
	Desirability	5.1	4.0	4.5 **
Student teachers more confident of their teaching skills.	Likelihood	4.7	4.2	4.4 **
	Desirability	5.9	5.7	5.8
Decreased emphasis on strengthening the teaching weaknesses of individual student teachers.	Likelihood	3.3	3.5	3.4
	Desirability	2.2	2.3	2.3

** differences among means significant at .01 level
* differences among means significant at .05 level

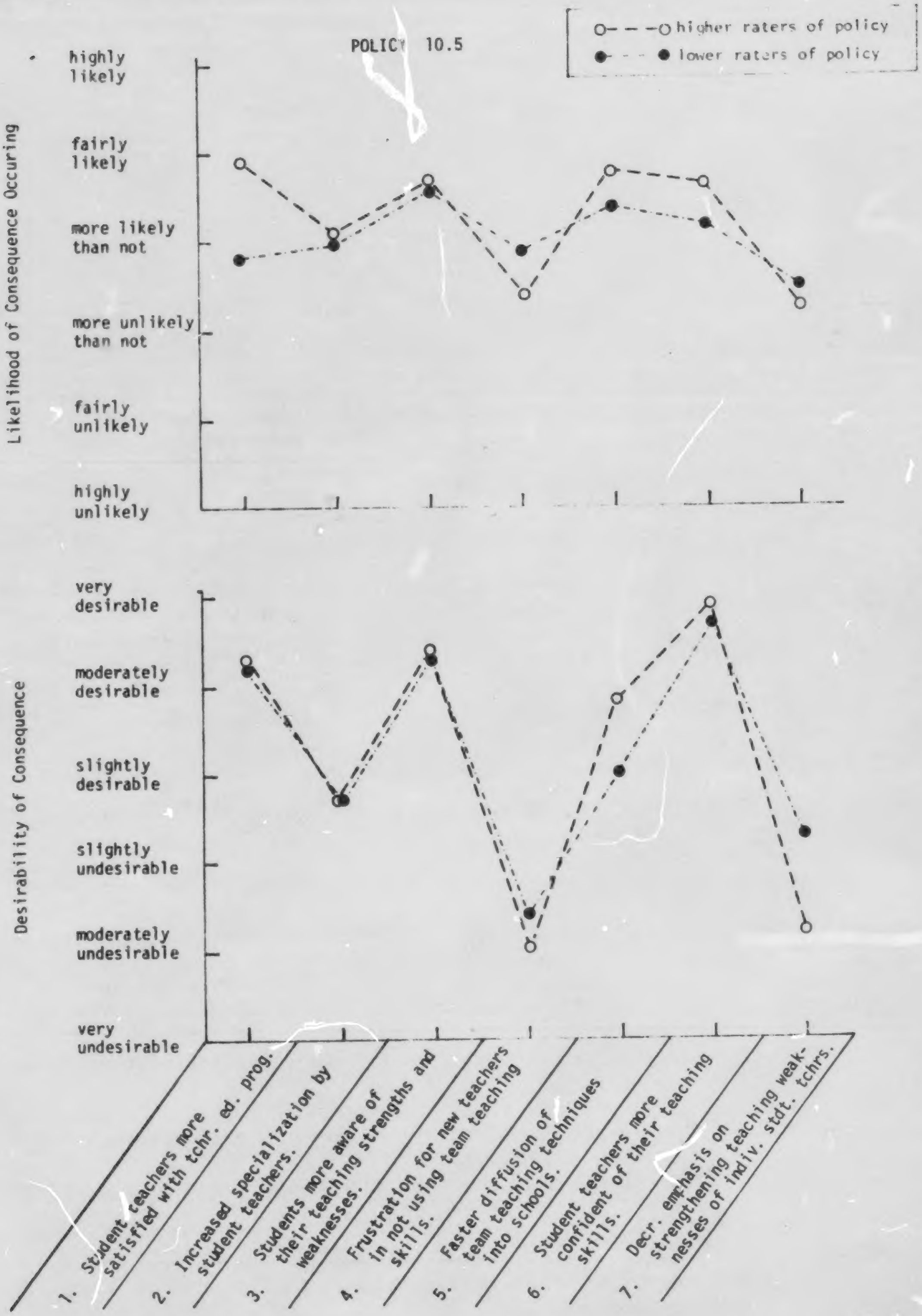

Fig. A - 10.5 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 10.6 The student teacher shall be given teaching practice at different schools during the teacher education program.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.8 (very desirable)

Group differences:

no significant difference among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among the groups with heads of programs rating their knowledge of the policy area as very extensive; parents rating theirs as moderate and all other groups rating theirs as extensive.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) student teachers more confident of their teaching skills;

(2) student teachers more flexible in altering the learning situation in response to changed needs;

(5) new teachers familiar with a wider variety of approaches to education;

(6) wider variety of teaching strategies used by student teachers;

(7) student teachers more satisfied with practice teaching;

Moderately desirable:

(4) student teachers more critical of present educational theories and practices;

Slightly undesirable:

(3) less exposure of student teachers to the development of school pupils over an extended period of time.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (125): policy rating = 6('very desirable')
lower raters (35): policy rating < 6(any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 5 and 7 would occur and more certain of the desirability of 2, 5 and 7.

Those most favourably disposed to the policy were more confident that student teachers would have a more diverse experience on the basis of which they would be more confident and flexible in their teaching and more satisfied with it.

Group Differences

There were significant differences in the groups' judgments of the consequences. Parents were neutral in their judgment of the desirability of student teachers not being exposed to the development of individual children over time whereas the others thought this undesirable. Parents were also neutral about the desirability of student teachers being more critical of current theories and practices, a consequence which heads of programs judged to be slightly desirable and the others judged to be moderately desirable. None of these differences of opinion about the consequences was of sufficient magnitude to create differences of opinion about the policy, however.

GENERAL COMMENT

This policy was strongly supported. Its implementation would be expected to expose student teachers to a greater variety of educational practices, to make them more confident and flexible in their teaching and more satisfied with it. Although these gains would be made at the cost of denying students the opportunity to remain in a single school for a sufficient time to observe development of individual children, the policy was still strongly endorsed.

TABLE A - 10.6:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.6 The student teacher shall be given teaching practice at different schools during the teacher education program.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	5.7
Heads of Teacher Education Programs	4.6	5.9
Lecturers in Teacher Education Programs	4.1	5.7
Teachers	3.9	5.9
Office Bearers in Local School Parents' Organizations	2.6	5.6
Student Teachers	3.9	5.8
Overall Means (unweighted)	3.9	5.8
Significance Tests:		
F ratio	20.8	0.8
Probability	<.001	>.5

Rank of Policy:

by overall mean desirability = 7=
by degree of consensus among groups = 14
by degree of consensus within groups = 9

TABLE A - 10.6:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.6 The student teacher shall be given teaching practice at different schools during the teacher education program.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.7	
Consequences				
Student teachers more confident of their teaching skills.	Likelihood	4.9	4.2	4.6 **
	Desirability	5.8	5.7	5.7
Student teachers more flexible in altering the learning situation in response to changed needs.	Likelihood	5.0	4.7	4.9 *
	Desirability	5.7	5.5	5.6 **
Less exposure of student teachers to the development of school pupils over an extended period of time.	Likelihood	3.9	4.1	4.0
	Desirability	2.9	2.5	2.7
Student teachers more critical of present educational theories and practices.	Likelihood	4.3	4.0	4.1
	Desirability	4.5	4.5	4.5
New teachers familiar with a wider variety of approaches to education.	Likelihood	5.2	4.8	5.0 *
	Desirability	5.7	5.3	5.5 **
Wider variety of teaching strategies used by student teachers.	Likelihood	5.0	4.7	4.9
	Desirability	5.6	5.4	5.5
Student teachers more satisfied with practice teaching.	Likelihood	5.0	4.3	4.6 **
	Desirability	5.8	5.2	5.5 **

** differences among means significant at .01 level
* differences among means significant at .05 level

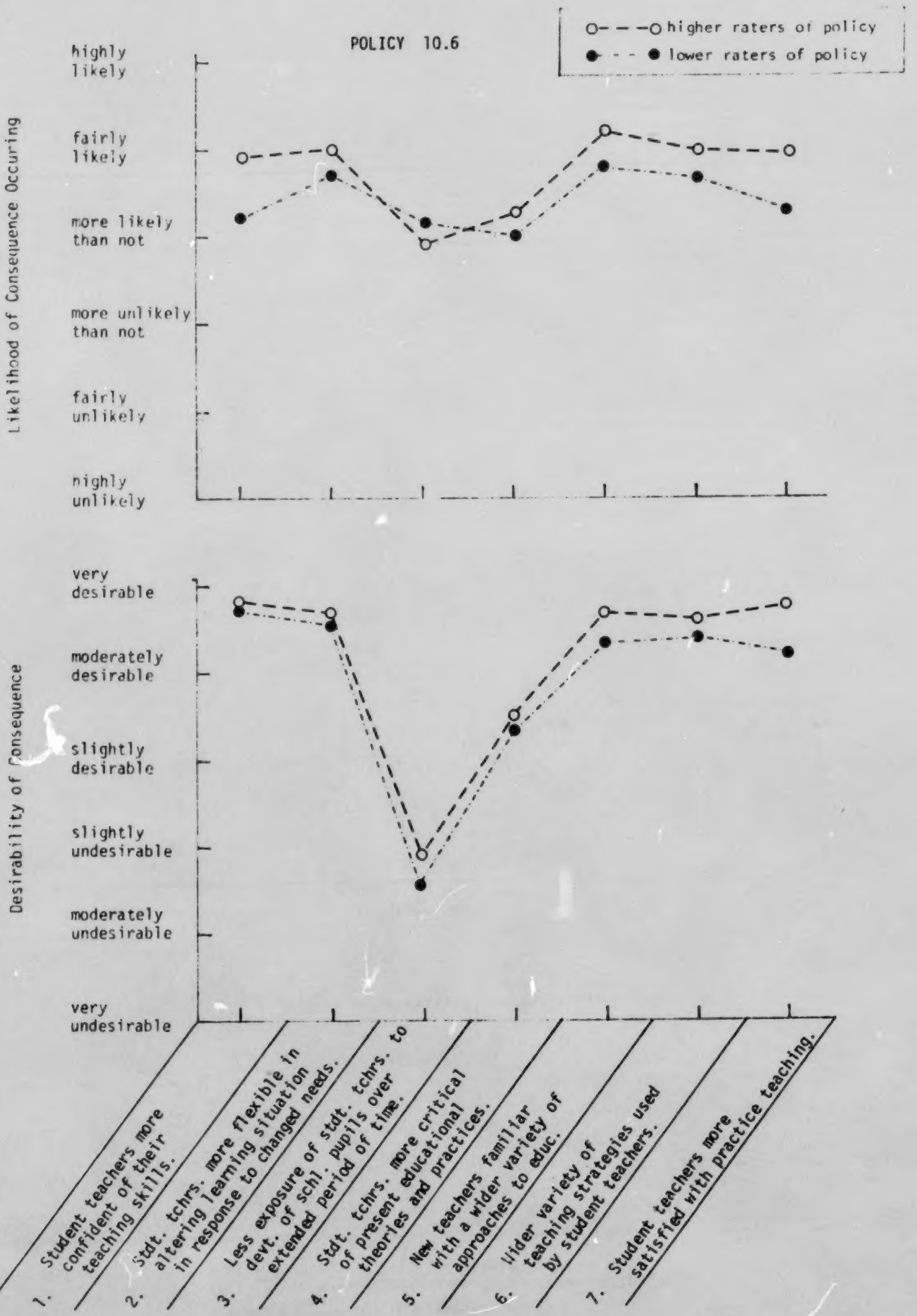

Fig. A - 10.6 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.6:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.6 The student teacher shall be given teaching practice at different schools during the teacher education programme.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.7	5.9	5.7	5.9	5.6	5.8	
Consequences								
Student teachers more confident of their teaching skills.	Likelihood	4.6	4.0	4.6	4.8	4.9	4.5	
	Desirability	6.0	5.7	5.8	5.7	5.6	5.7	
Student teachers more flexible in altering the learning situation in response to changed needs.	Likelihood	4.6	4.6	4.9	5.1	5.0	5.2	*
	Desirability	5.6	5.5	5.7	5.7	5.5	5.6	
Less exposure of student teachers to the development of school pupils over an extended period of time.	Likelihood	3.2	4.2	4.1	4.1	4.2	4.4	
	Desirability	2.0	3.0	2.4	2.7	3.5	2.7	**
Student teachers more critical of present educational theories and practices.	Likelihood	4.0	3.9	4.3	4.3	4.0	4.4	
	Desirability	4.8	4.0	5.1	4.7	3.7	4.8	**
New teachers familiar with a wider variety of approaches to education.	Likelihood	5.2	4.7	4.8	5.0	5.2	5.1	
	Desirability	5.5	5.6	5.6	5.5	5.4	5.4	
Wider variety of teaching strategies used by student teachers.	Likelihood	4.9	4.6	4.7	5.1	4.8	5.1	
	Desirability	5.5	5.6	5.7	5.6	5.2	5.5	*
Student teachers more satisfied with practice teaching.	Likelihood	4.6	4.5	4.4	4.7	4.9	4.8	
	Desirability	5.5	5.7	5.8	5.6	5.5	5.3	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.7 For practice teaching the student teacher shall spend at least one period of a full term in a school, preceded and followed by instruction in the teacher education institution.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.3 (slightly to moderately desirable)

Group differences:

no significant difference among the respondent groups in their judgments of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge of the policy area as extensive; teachers and student teachers rating theirs as moderate to extensive and parents rating theirs as limited to moderate.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) new teachers with a higher level of teaching competence;

(5) student teachers more confident of their teaching skills;

Moderately desirable:

(2) earlier opportunity for student teachers to discover if they are suited to teaching;

(6) student teachers more satisfied with the teacher education program;

Slightly undesirable:

(7) increased demands on the practice teaching schools.

Respondents judged that an increase in the practice teaching time spent on non-teaching tasks (3) and less integration of theory and practice in teacher education (4) would be moderately undesirable but considered neither of these likely to be consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (87): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (63): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 5 and 6 would occur and more convinced of the desirability of 2. They were also more confident that the undesirable consequences 3 and 4 would not occur and slightly less convinced of the undesirability of 7.

Those most favourably disposed to the policy were more convinced that it would produce student teachers who were more confident in the classroom as well as providing an early opportunity for student to discover whether they are suited to teaching. Those less favourably disposed were more convinced that more of the student teachers' time in schools would be spent on non-teaching tasks and that there would be less integration of theory and practice.

Group Differences

There were no significant differences among the original respondent groups' judgments of consequences, beyond those attributable to differences between those rating the policy moderately desirable or better and those giving it any lesser rating.

GENERAL COMMENT

This policy received only slight support. There were marked differences in respondents views of it. Some favoured it because of its emphasis on the development of classroom competence in the student teachers. Others did not because they thought such an extended period in schools would lead to an increase in the time student teachers spent on non-teaching tasks and to less integration of theory and practice.

TABLE A - 10.7:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.7 For practice teaching the student teacher shall spend at least one period of a full term in a school, preceded and followed by instruction in the teacher education institution.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	4.1
Heads of Teacher Education Programs	4.0	3.6
Lecturers in Teacher Education Programs	3.9	4.3
Teachers	3.4	4.3
Office Bearers in Local School Parents' Organizations	2.5	4.8
Student Teachers	3.4	4.4
Overall Means (unweighted)	3.6	4.2
Significance Tests:		
F ratio	14.9	1.3
Probability	<.001	>.2

Rank of Policy:

by overall mean desirability	=	64
by degree of consensus among groups	=	30
by degree of consensus within groups	=	64

TABLE A - 10.7:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.7 For practice teaching the student teacher shall spend at least one period of a full term in a school, preceded and followed by instruction in the teacher education institution.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.3	2.9	
Consequences				
New teachers with a higher level of teaching competence.	Likelihood	5.0	3.5	4.3 **
	Desirability	5.8	5.8	5.8
Earlier opportunity for student teachers to discover if they are suited to teaching.	Likelihood	4.9	3.9	4.4 **
	Desirability	5.6	5.1	5.4 **
More of the students' practice teaching time spent on non-teaching tasks.	Likelihood	3.3	3.8	3.6 **
	Desirability	2.5	2.4	2.5
Less integration of theory and practice in teacher education programs.	Likelihood	2.4	3.9	3.2 **
	Desirability	1.8	2.0	1.9
Student teachers more confident of their teaching skills.	Likelihood	5.0	3.7	4.4 **
	Desirability	5.8	5.7	5.8
Student teachers more satisfied with the teacher education program.	Likelihood	4.9	3.5	4.2 **
	Desirability	5.3	5.2	5.3
Increased demands on the practice teaching schools.	Likelihood	4.7	4.8	4.8
	Desirability	2.9	2.4	2.6 *

** differences among means significant at .01 level
* differences among means significant at .05 level

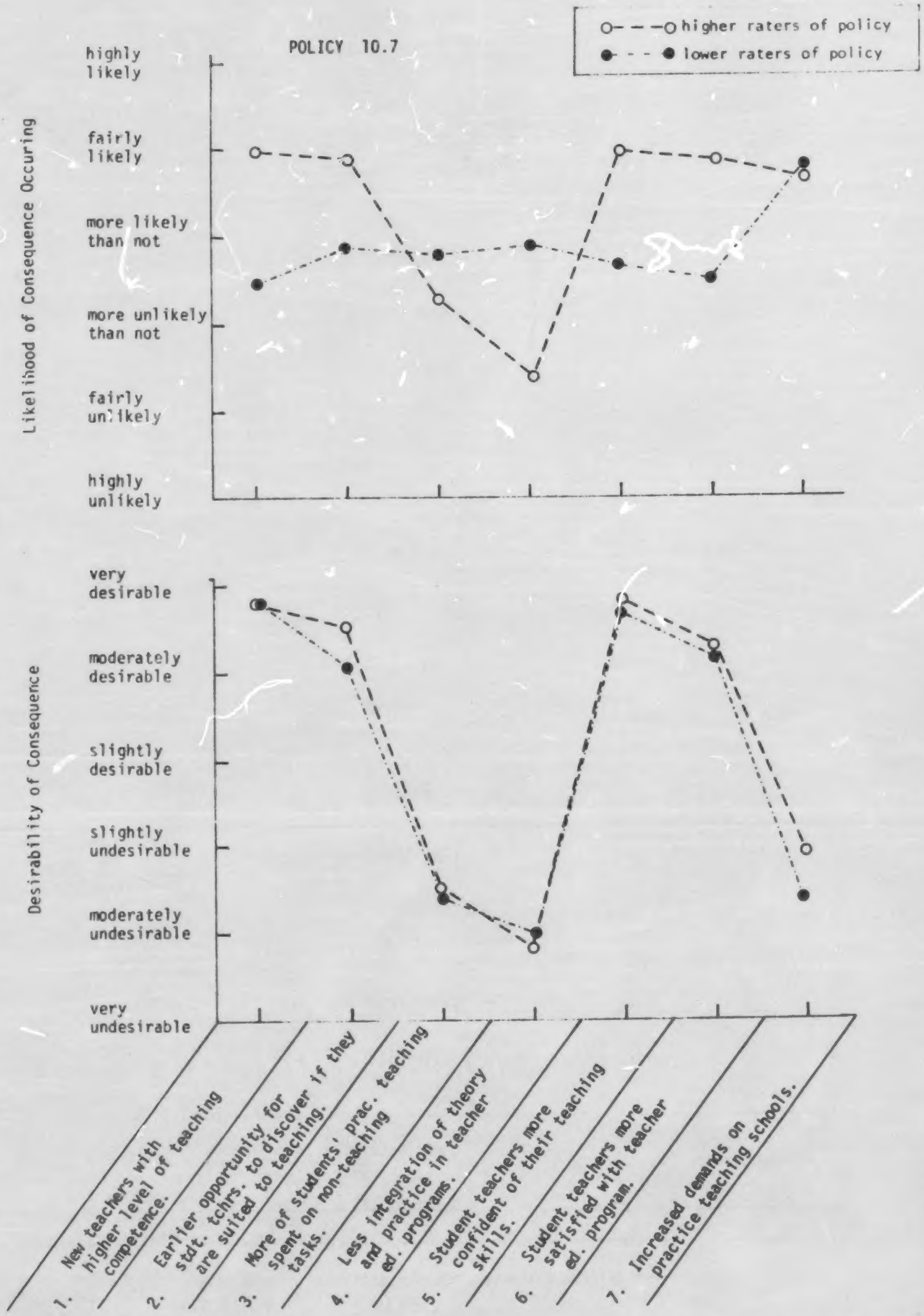

Fig. A - 10.7 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 10.8 A considerable proportion of a teacher education program shall be spent in schools (an average of 2-3 days per week).

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.2 (slightly desirable)

Group differences:

significant differences among groups with teachers, student teachers and parents rating the policy moderately desirable; senior administrators and lecturers rating it slightly desirable and heads of programs rating it slightly undesirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge of the policy as extensive, teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) new teachers more confident of their teaching skills;

(2) new teachers with a higher level of teaching competence;

(4) closer integration of theory and practice in teacher education programs;

Moderately desirable:

(6) student teachers more satisfied with the teacher education program;

(7) decreased rate at which teachers leave the teaching profession;

Moderately undesirable:

(5) increased disruption of the practice schools.

Respondents judged that it would be slightly undesirable if teachers were less critical of present educational theories and practices (3) but considered it not to be a likely consequence of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (82): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (72): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 4, 6 and 7 would occur and more convinced of the desirability of 1. They were also more doubtful that the undesirable consequence 5 would occur and more confident that the potentially undesirable consequence 3 would not occur.

Those most favourably disposed to the policy were more confident that it would produce student teachers who were more confident and competent in their teaching, more satisfied with their program and less likely to resign once they had begun teaching. They also believed the policy more likely to facilitate an integration of theory and practice. Those less favourably disposed to the policy thought it would disrupt schools.

Group Differences

There were significant differences among respondent groups' judgments of the consequences. Teachers, student teachers and parents thought the policy moderately likely to bring closer integration of theory and practice whereas the administrative and academic groups thought this only slightly likely. Academics and student teachers thought it would be slightly undesirable if teachers were less critical of present theories and practices, while the senior administrators were uncommitted and parents and teachers took the view that it would be slightly desirable. Parents and teachers, the groups thinking a less critical attitude would be desirable, were the only groups who expected the policy to produce it.

GENERAL COMMENT

This policy received only slight support. Although its implementation would be expected by some to increase the confidence, competence and satisfaction of student teachers and to bring closer integration of theory and practice, others doubted that it would achieve the latter and suspected that it would prove to be disruptive for schools. Some also felt that it would bring student teachers so close to schools that they would ultimately be less critical of current practices.

TABLE A - 10.8:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.8 A considerable proportion of a teacher education program shall be spent in schools (an average of 2 - 3 days per week).

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.1	3.8
Heads of Teacher Education Programs	3.9	2.9
Lecturers in Teacher Education Programs	4.0	3.9
Teachers	3.2	5.1
Office Bearers in Local School Parents' Organizations	2.5	4.6
Student Teachers	3.4	4.7
Overall Means (unweighted)	3.5	4.2
Significance Tests:		
F ratio	16.7	5.8
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability	=	67
by degree of consensus among groups	=	66=
by degree of consensus within groups	=	68

TABLE A - 10.8:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.8 A considerable proportion of a teacher education program shall be spent in schools (an average of 2-3 days per week).

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.4	2.9	
Consequences				
New teachers more confident of their teaching skills.	Likelihood	5.2	4.4	4.8 **
	Desirability	5.8	5.3	5.6 **
New teachers with a higher level of teaching competence.	Likelihood	5.1	4.2	4.7 **
	Desirability	5.9	5.9	5.9
Teachers less critical of present educational theories and practices.	Likelihood	3.2	3.9	3.6 **
	Desirability	3.3	3.6	3.4
Closer integration of theory and practice in teacher education programs.	Likelihood	4.8	4.1	4.4 **
	Desirability	5.7	5.6	5.6
Increased disruption of the practice schools.	Likelihood	3.9	4.7	4.3 **
	Desirability	2.0	1.7	1.9
Student teachers more satisfied with the teacher education program.	Likelihood	5.0	3.8	4.4 **
	Desirability	5.2	5.2	5.2
Decreased rate at which teachers leave the teaching profession.	Likelihood	4.1	3.3	3.7 **
	Desirability	5.0	5.0	5.0

** differences among means significant at .01 level
* differences among means significant at .05 level

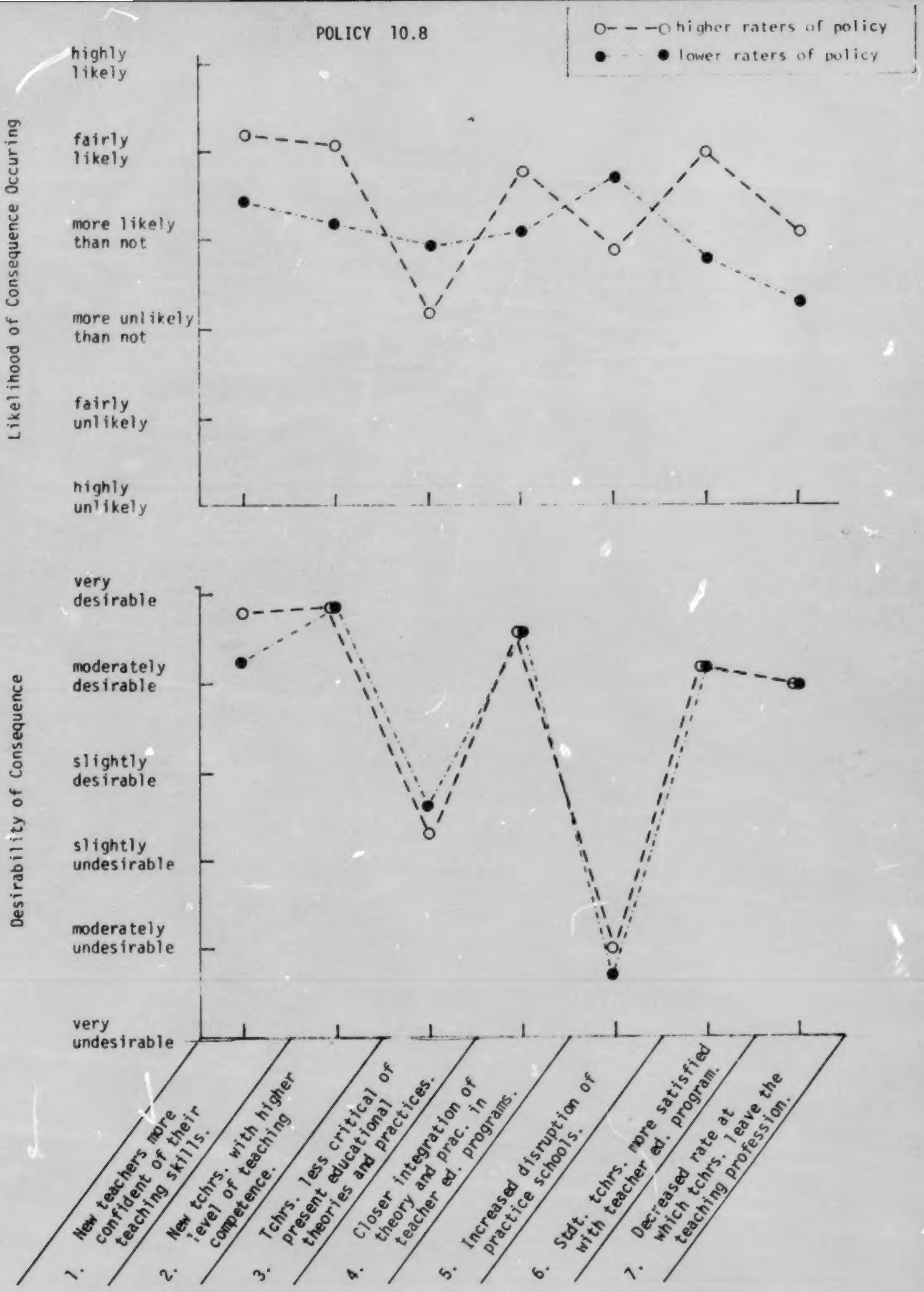

Fig. A - 10.8 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.8:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.8 A considerable proportion of a teacher education program shall be spent in schools (an average of 2-3 days per week).

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.8	2.9	3.9	5.1	4.6	4.7	
Consequences								
New teachers more confident of their teaching skills.	Likelihood	4.5	4.9	4.8	4.9	4.6	5.0	
	Desirability	*5.6*	*5.6*	*5.6*	*5.7*	*5.4*	*5.4*	
New teachers with a higher level of teaching competence.	Likelihood	4.6	4.7	4.5	5.0	4.7	4.6	
	Desirability	*6.0*	*6.0*	*5.8*	*5.9*	*5.9*	*5.8*	
Teachers less critical of present educational theories and practices.	Likelihood	2.9	3.2	3.5	4.5	4.0	3.4	**
	Desirability	*3.5*	*2.7*	*2.8*	*4.3*	*4.2*	*3.0*	**
Closer integration of theory and practice in teacher education programs.	Likelihood	3.6	4.[illegible]	4.4	5.0	4.8	4.7	**
	Desirability	*5.7*	*5.7*	*5.6*	*5.9*	*5.4*	*5.6*	
Increased disruption of the practice schools.	Likelihood	4.4	4.2	4.1	5.1	3.9	4.2	
	Desirability	*2.2*	*1.9*	*1.9*	*1.7*	*1.7*	*1.9*	
Student teachers more satisfied with the teacher education program.	Likelihood	4.6	4.1	4.5	4.7	4.3	4.1	*
	Desirability	*5.2*	*5.2*	*5.4*	*5.1*	*5.0*	*5.3*	
Decreased rate at which teachers leave the teaching profession.	Likelihood	3.5	3.7	3.9	3.5	4.2	3.5	
	Desirability	*4.9*	*5.2*	*5.3*	*4.8*	*5.0*	*4.7*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.9 The teacher education institution rather than the school or school system, shall select the teachers to supervise the student teachers during their teaching practice in the school.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.4 (slightly to moderately desirable)

Group differences:

significant differences among respondent groups with the academic groups judging it moderately desirable, senior administrators, parents and student teachers judging it slightly desirable; and teachers being neutral towards it.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge of the policy as extensive; teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately desirable:

(4) closer integration of courses at the teacher education institution and practice teaching;

(7) higher standard of supervision of teaching practice;

Slightly desirable:

(2) supervising teachers not chosen solely by school or school system;

Very undesirable:

(6) increased conflict between the teacher education institution and the principals of school where student teaching practice is conducted.

Respondents judged that the use of supervising teachers not chosen jointly by the school and the teacher education institution (3) and any increased disruption of the practice schools (5) would be moderately undesirable and that any lowering of the standard of supervision of teaching practice (1) would be very undesirable but considered none of these to be likely consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (95): policy rating ≥ 5('moderately' or 'very desirable')
lower raters (64): policy rating < 5('slightly desirable' or any 'undesirable' response)

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 4 and 7 would occur and more certain of the desirability of all three desirable consequences 2, 4 and 7. They were also more confident that the undesirable consequence 1, 5 and 6 would not occur.

Those most favourably disposed to this policy thought it more likely and more desirable that it would lead to better supervision of teaching practice and closer integration between practice teaching and campus courses. They also thought it less likely than those less favourably disposed to the policy that there would be increased disruption of the schools or increased conflict between teacher education institutions and school principals.

Group Differences

There were significant differences among respondent groups' judgments of the consequences. The academic groups were more convinced of the desirability of the school system alone not choosing the supervising teachers. Senior administrators and parents were less convinced of the desirability of closer integration between campus courses and school practice and senior administrators thought it unlikely that the standard of supervision of teaching practice would rise. Academics thought it most unlikely it would fall but teachers were more inclined to think it would. Academics and administrators thought it unlikely there would be more conflict between schools and teacher education institutions but the other groups thought it more likely than not there would be.

GENERAL COMMENT

This policy received only slight support overall. There was a good deal of division about it. Those who favoured giving the teacher education institutions control over the selection of supervising teachers saw advantages primarily in terms of closer integration between the school practice and campus courses. Those who did not favour it were concerned more about conflict between schools and teacher education institutions and disruption of the schools

TABLE A - 9.10:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.9 The teacher education institution rather than the school or school system, shall select the teachers to supervise the student teachers during their teaching practice in the school.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.7	3.9
Heads of Teacher Education Programs	4.4	5.3
Lecturers in Teacher Education Programs	4.0	5.1
Teachers	3.2	3.5
Office Bearers in Local School Parents' Organizations	2.4	4.0
Student Teachers	3.1	4.3
Overall Means (unweighted)	3.5	4.4
Significance Tests:		
F ratio	15.5	7.0
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 61
by degree of consensus among groups = 68=
by degree of consensus within groups = 60

TABLE A - 10.9:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.9 The teacher education institution, rather than the school or school system, shall select the teachers to supervise the student teachers during their teaching practice in the school.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		5.5	2.9	
Consequences				
Lower standard of supervision of teaching practice.	Likelihood	2.0	2.7	2.3 **
	Desirability	*1.5*	*1.5*	*1.5*
Supervising teachers not chosen solely by school or school system.	Likelihood	5.0	5.9	5.0
	Desirability	*4.5*	*3.7*	*4.1* **
Supervising teachers not chosen jointly by the teacher education institution and the school or school system.	Likelihood	3.5	3.8	3.6
	Desirability	*2.6*	*2.2*	*2.4* *
Closer integration of courses at the teacher education institution and practice teaching.	Likelihood	4.8	3.9	4.3 **
	Desirability	*5.6*	*5.0*	*5.3* **
Increased disruption of the schools where student teaching practice is conducted.	Likelihood	2.7	3.5	3.1 **
	Desirability	*1.6*	*1.6*	*1.6*
Increased conflict between the teacher education institution and the principals of schools where student teaching practice is conducted.	Likelihood	3.2	3.9	3.6 **
	Desirability	*1.4*	*1.4*	*1.5*
Higher standard of supervision of teaching practice.	Likelihood	4.7	3.5	4.1**
	Desirability	*5.7*	*5.1*	*5.4* **

** differences among means significant at .01 level
* differences among means significant at .05 level

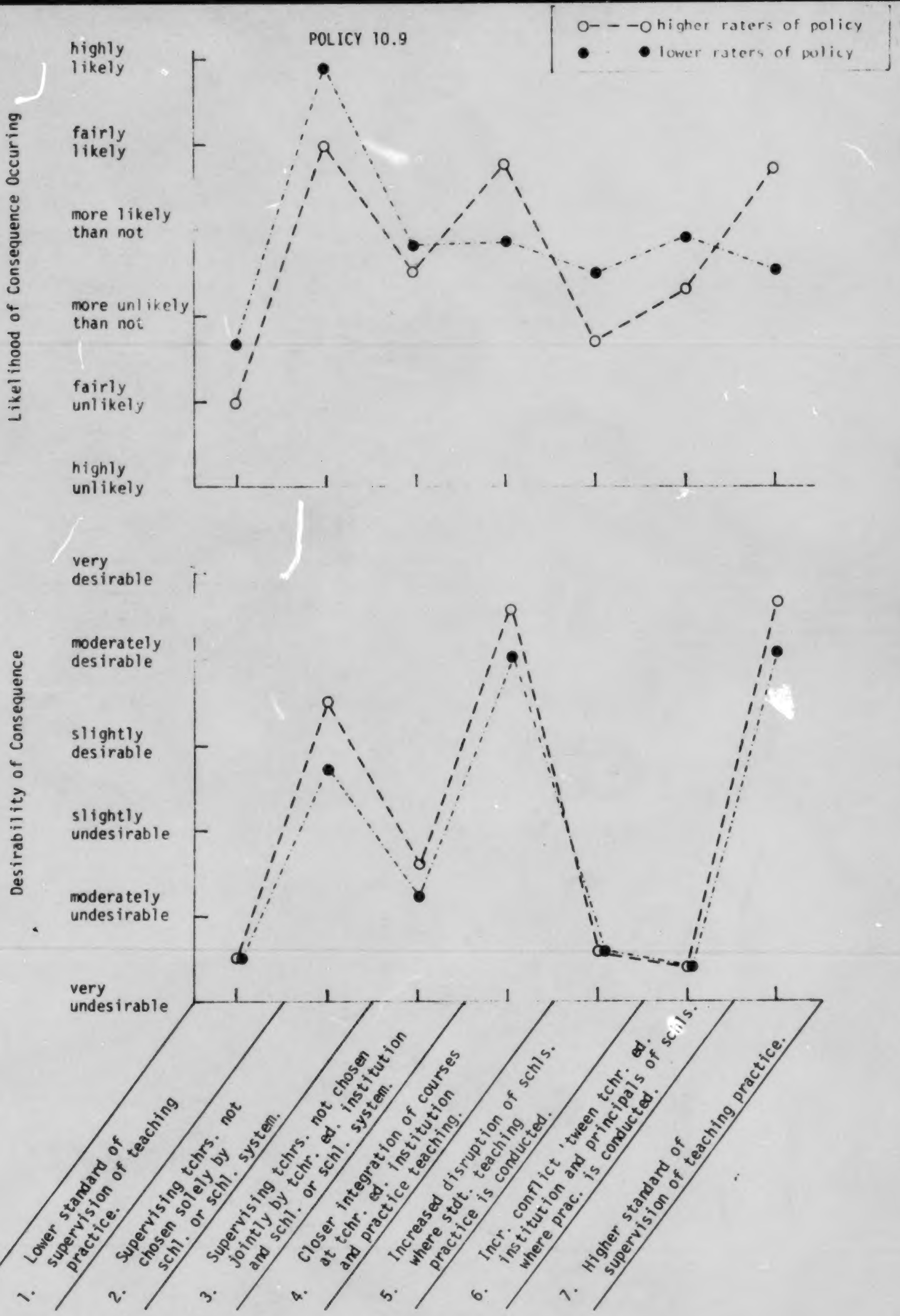

Fig.A - 10.9 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.9:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.9 The teacher education institution, rather than the school or school system, shall select the teachers to supervise the student teachers during their teaching practice in the school.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		3.9	5.3	5.1	3.5	4.0	4.3	
Consequences								
Lower standard of supervision of teaching practice.	Likelihood	2.5	1.8	1.9	2.9	2.6	2.2	**
	Desirability	*1.3*	*1.0*	*1.4*	*1.7*	*1.8*	*1.7*	
Supervising teachers not chosen solely by school or school system.	Likelihood	5.4	5.3	5.0	4.7	4.7	4.7	
	Desirability	*4.1*	*5.0*	*4.7*	*3.4*	*3.4*	*3.9*	**
Supervising teachers not chosen jointly by the teacher education institution and the school or school system.	Likelihood	4.0	2.9	3.4	3.6	4.0	4.1	*
	Desirability	*2.0*	*2.1*	*2.2*	*2.8*	*2.7*	*2.6*	
Closer integration of courses at the teacher education institution and practice teaching.	Likelihood	4.1	4.6	4.2	4.0	4.5	4.4	*
	Desirability	*4.9*	*5.7*	*5.5*	*5.5*	*4.8*	*5.3*	**
Increased disruption of the schools where student teaching practice is conducted.	Likelihood	2.9	2.4	2.9	3.3	3.5	3.5	**
	Desirability	*1.7*	*1.7*	*1.4*	*1.7*	*1.6*	*1.6*	
Increased conflict between the teacher education institution and the principals of schools where student teaching practice is conducted.	Likelihood	3.4	3.1	3.5	3.8	3.9	4.1	**
	Desirability	*1.6*	*1.1*	*1.4*	*1.7*	*1.7*	*1.5*	
Higher standard of supervision of teaching practice.	Likelihood	3.1	4.4	4.6	4.2	4.0	4.5	**
	Desirability	*5.3*	*5.6*	*5.6*	*5.3*	*5.3*	*5.1*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.10 The Principal of the school at which practice teaching is undertaken shall have a significant part to play in co-ordinating the aims of the teacher education institution and the aims of the teachers who supervise the student teachers.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.4 (moderately to very desirable)

Group differences:

significant differences among respondent groups with senior administrators and heads of programs and parents considering it to be very desirable; lecturers and teachers considering it to be moderately desirable and student teachers considering it to be slightly to moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge as extensive; teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) student teachers profit more from practice teaching;

(6) increased co-operation from supervising teachers;

Moderately desirable:

(1) less disruption to the schools where student teaching practice is conducted;

(4) less conflict between the aims of the teacher education institution and the supervising teachers;

(5) fewer unrealistic demands made on the supervising teachers by the teacher education institution;

(7) closer integration of the content of the teacher education institution courses and practice teaching;

Slightly undesirable:

(3) increased work load on the Principal.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (78): policy rating = 6 ('very desirable')
lower raters (75): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 4, 5 6 and 7 would occur. There were no significant differences in judgments of desirability of the consequences.

Those most favourably disposed to this policy were more convinced that giving the Principal of the school a more significant role in the organization of the teaching practice would ensure effective and realistic co-operation between the teacher education institution and the school.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences, beyond those attributable to differences between those rating the policy very desirable and those giving it any lesser rating.

GENERAL COMMENT

This policy was moderately well supported. Its implementation would be expected to improve teaching practice from the point of view of the teacher education institution, by ensuring better integration between the practice and campus courses and by reducing conflict with and increasing co-operation from supervising teachers; for the school by reducing disruption and reducing the number of unrealistic demands made on teachers; and for the student teacher by making the practice more profitable. The one disadvantage would be an increased work load for the Principal.

Not all agreed with this view,however. Those who did not give the policy the strongest support were simply less convinced that all these benefits would flow from its implementation.

503

TABLE A - 10.10:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.10 The Principal of the school at which practice teaching is undertaken shall have a significant part to play in co-ordinating the aims of the teacher education institution and the aims of the teachers who supervise the student teachers.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.6	5.7
Heads of Teacher Education Programs	4.2	5.9
Lecturers in Teacher Education Programs	3.7	5.1
Teachers	3.0	5.3
Office Bearers in Local School Parents' Organizations	2.2	5.6
Student Teachers	2.8	4.6
Overall Means (unweighted)	3.2	5.4
Significance Tests:		
F ratio	19.4	4.4
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 27
by degree of consensus among groups = 61
by degree of consensus within groups = 46=

TABLE A - 10.10:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.10 The Principal of the school at which practice teaching is undertaken shall have a significant part to play in co-ordinating the aims of the teacher education institution and the aims of the teachers who supervise the student teachers.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.5	
Consequences				
Less disruption to the schools where student teaching practice is conducted.	Likelihood	4.9	4.2	4.5 **
	Desirability	5.5	5.4	5.4
Student teachers profit more from practice teaching.	Likelihood	5.1	4.3	4.7 **
	Desirability	5.7	5.6	5.7
Increased work load on the Principal.	Likelihood	5.0	4.8	4.9
	Desirability	2.9	2.6	2.7
Less conflict between the aims of the teacher education institution and the supervising teachers.	Likelihood	5.0	4.4	4.7 **
	Desirability	5.5	5.3	5.4
Fewer unrealistic demands made on the supervising teachers by the teacher education institution.	Likelihood	5.7	4.3	4.5
	Desirability	5.4	5.2	5.3
Increased co-operation from supervising teachers.	Likelihood	4.7	4.4	4.6
	Desirability	5.6	5.5	5.5
Closer integration of the content of the teacher education institution courses and practice teaching.	Likelihood	4.9	4.3	4.6
	Desirability	5.4	5.3	5.4

** differences among means significant at .01 level

* differences among means significant at .05 level

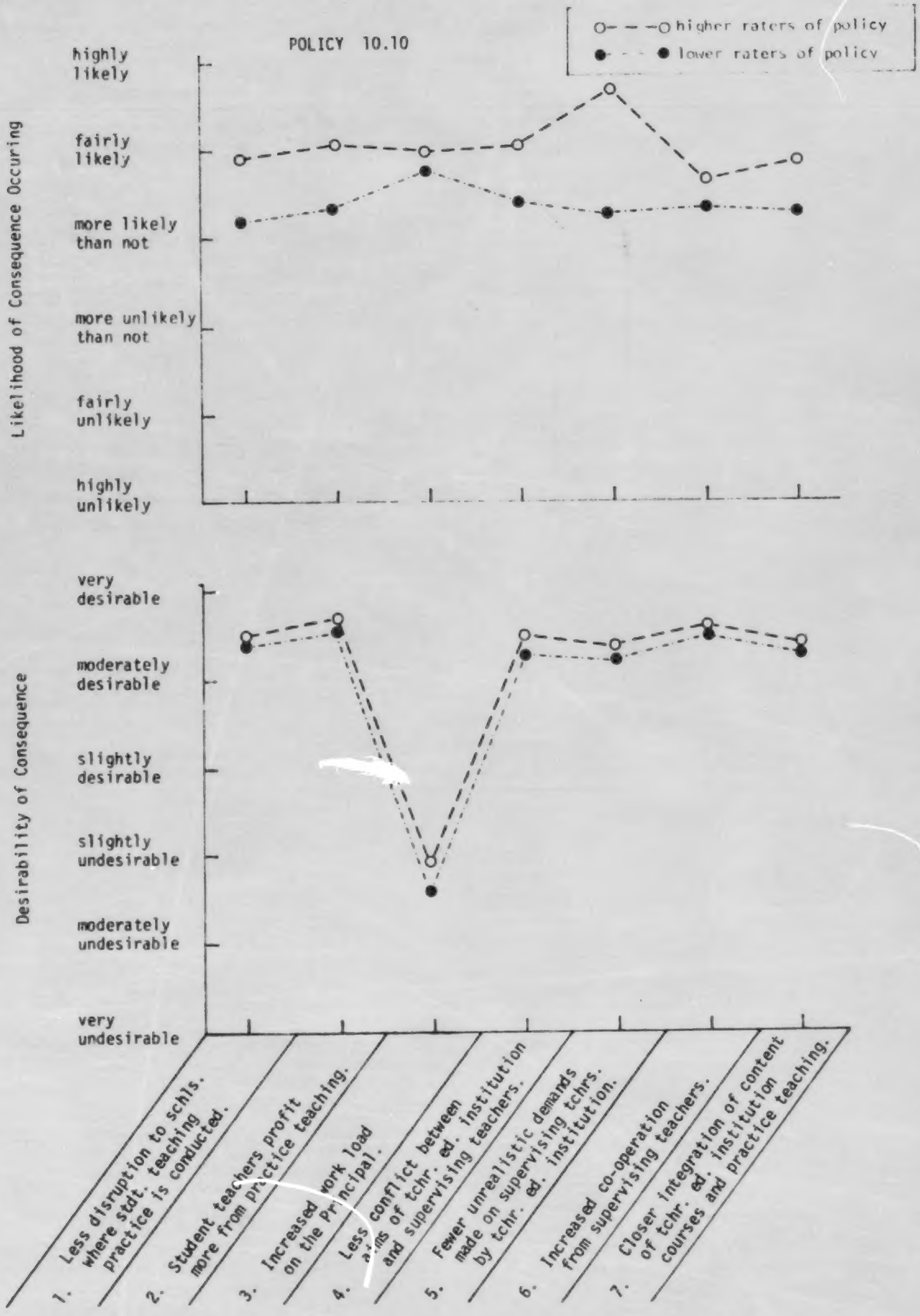

Fig. A - 10.10 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 10.11 Supervision of student teachers by experienced teachers during teaching practice shall be accepted as a professional responsibility for which no payment is made.

JUDGMENTS OF POLICY

Desirability

Overall mean: 3.4 (neutral)

Group differences:

significant differences among respondent groups with parents, senior administrators and heads of programs considering it slightly desirable, lecturers and student teachers considering it slightly undesirable and teachers considering it moderately undesirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge of the policy area as extensive; teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Moderately undesirable:

(7) action by Teachers Unions to stop supervision of teaching practice;

Very undesirable:

(4) resentment amongst supervising teachers.

Respondents consider than an improved relationship between student teacher and supervising teacher (1); increased status of teaching as a profession (2); improved relationships between teacher education institutions and the schools (6) and more beneficial use of the resources freed by implementation of this policy (5) would all be moderately desirable; and that a decreased standard of supervision of practice (3) would be very undesirable; but considered none of these likely to follow from implementation of the policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (75): policy rating ≥ 3('slightly undesirable' or any 'desirable' response)
lower raters (69): policy rating < 3('moderately' or 'very undesirable')

Differences between higher and lower raters:

Higher raters of this policy were more confident than lower raters that the potentially desirable consequences 1, 2, 5 and 6 would not occur and that the potentially undesirable consequence 3 would occur. With the two undesirable consequences generally expected to occur, 4 and 7, the higher raters thought it only slightly likely that they would.

Those least negatively disposed to this policy were more confident that it would improve the relationships between the student teacher and the supervising teacher and between the school and the teacher education institution while saving funds which could better be used elsewhere and enhancing the professional status of teaching. They were more confident that the standard of supervision would not decline, that there would not be resentment among supervising teachers or action of teachers unions, though they conceded the latter two still to be likely.

Group Differences

There were no significant differences among the original respondent groups' judgments of the consequences; beyond those attributable to differences between those rating the policy moderately undesirable or worse and those giving it any greater rating.

GENERAL COMMENT

This policy gained no overall support but there were clear differences of opinion about it. Those who opposed it believed that, by removing an existing condition, teacher resentment and unrest would be created. Those who supported it believed that there were better used for the funds presently paid to supervising teachers and that teaching would have increased professional standing if there were no payments to teachers for their role in inducting neophytes into their profession. Overall, the former view was dominant.

TABLE A - 10.11:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.11 Supervision of student teachers by experienced teachers during teaching practice shall be accepted as a professional responsibility for which no payment is made.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	3.9
Heads of Teacher Education Programs	4.4	3.9
Lecturers in Teacher Education Programs	4.0	2.9
Teachers	3.2	2.1
Office Bearers in Local School Parents' Organizations	2.4	4.2
Student Teachers	3.1	3.2
Overall Means (unweighted)	3.5	3.4
Significance Tests:		
F ratio	15.6	4.5
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 74
by degree of consensus among groups = 62=
by degree of consensus within groups = 78

TABLE A - 10.11:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.11 Supervision of student teachers by experienced teachers during teaching practice shall be accepted as a professional responsibility for which no payment is made.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		4.7	1.4	
Consequences				
Improved relationship between supervising teacher and student teacher.	Likelihood	3.8	2.1	3.0 **
	Desirability	*5.2*	*5.1*	*5.1*
Increased status of teaching as a profession.	Likelihood	4.0	2.3	3.2 **
	Desirability	*5.2*	*5.3*	*5.3*
Decreased standard of supervision of practice teaching.	Likelihood	2.9	3.7	3.3 **
	Desirability	*1.6*	*1.5*	*1.5*
Resentment amongst supervising teachers.	Likelihood	3.7	4.8	4.3 **
	Desirability	*1.6*	*1.2*	*1.4* *
More beneficial use of resources than if funds were diverted from other areas of teacher education to pay supervising teachers.	Likelihood	4.2	2.5	3.4 **
	Desirability	*4.7*	*4.2*	*4.5* *
Improved relationship between the teacher education institution and schools.	Likelihood	3.6	2.3	3.0 **
	Desirability	*5.1*	*5.1*	*5.1*
Action by Teachers Unions to stop supervision of teaching practice.	Likelihood	4.1	5.0	4.6 **
	Desirability	*1.4*	*2.0*	*1.7* **

** differences among means significant at .01 level
* differences among means significant at .05 level

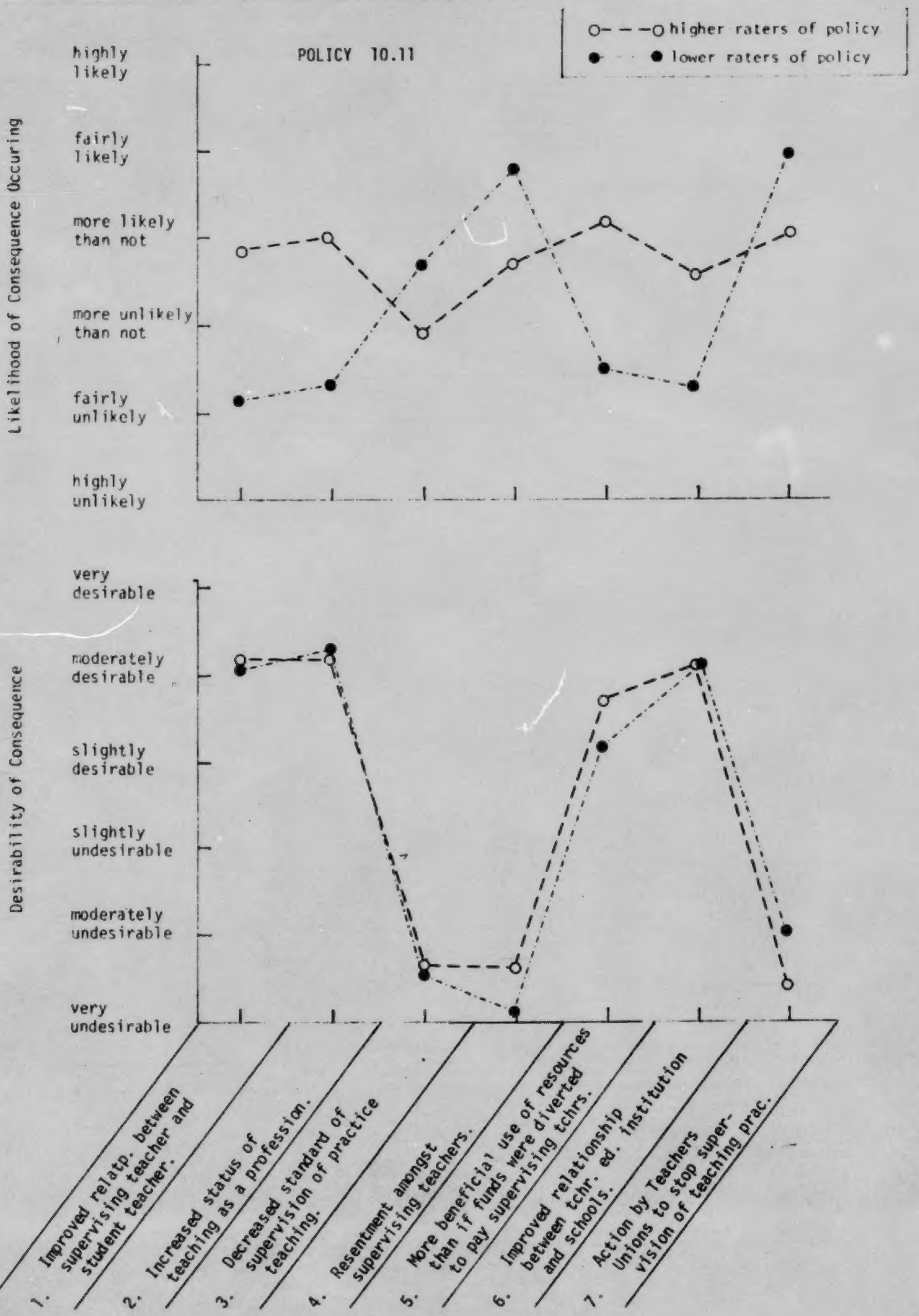

Fig. A - 10.11 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

POLICY 10.12 Yearly courses, the equivalent of three or four days, shall be provided for teachers who supervise student teachers during their teaching practice, to prepare them for this role.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.8 (very desirable)

Group differences:

no significant differences among the respondent groups in their judgment of the desirability of this policy.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the academic groups rating their knowledge of the policy area as extensive; senior administrators, teachers and student teachers rating theirs as moderate; and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) increased communication between schools and the teacher education institution;

(3) supervising teachers more familiar with the purpose and content of the teacher education program;

(4) student teachers profit more from practice teaching;

(5) faster diffusion of new ideas, techniques, aids and curricula into the classroom;

Moderately desirable:

(2) more uniform supervision during teaching practice;

(6) increased influence of the teacher education institution staff on the supervision of students during practice teaching;

Moderately undesirable:

(7) disruption of the school while the supervising teachers attend the courses.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (127): policy rating = 6 ('very desirable')
lower raters (34): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 3, 4, 5 and 6 would occur and more convinced of the desirability of all but 6.

Those most favourably disposed to this policy were more confident of its benefits increasing the influence of the teacher education institution over the supervision of practice, in relating the practice more to campus courses and improving its value for student teachers.

Group Differences

There were significant differences among groups' judgments of the consequences. Academics and teachers were more confident that the supervising teachers would become more familiar with the purpose and content of the teacher education program. Academics thought it more desirable than the others that their influence over supervision of students should be increased and parents were less convinced than others that there needed to be a faster diffusion of new ideas into the schools.

GENERAL COMMENT

This policy was strongly supported. Although there was some disagreement particularly about the desirability of increasing the influence of teacher education institutions over practice teaching and of ensuring more uniform supervision, there was general agreement that the policy would lead to benefits for all parties, student teachers, schools and teacher education institutions. The one important concern was that the time involved for teachers would be disruptive for schools.

TABLE A - 10.12:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.12 Yearly courses, the equivalent of three or four days, shall be provided for teachers who supervise student teachers during their teaching practice, to prepare them for this role.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.4	5.9
Heads of Teacher Education Programs	3.9	5.9
Lecturers in Teacher Education Programs	3.5	5.8
Teachers	3.2	5.8
Office Bearers in Local School Parents' Organizations	2.3	5.7
Student Teachers	2.9	5.7
Overall Means (unweighted)	3.2	5.8
Significance Tests:		
F ratio	9.8	0.76
Probability	<.001	>.5

Rank of Policy:

by overall mean desirability = 5
by degree of consensus among groups = 13
by degree of consensus within groups = 4

TABLE A - 10 12:2

Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.12 Yearly courses, the equivalent of three or four days, shall be provided for teachers who supervise student teachers during their teaching practice, to prepare them for this role.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	5.0	
Consequences				
Increased communication between schools and the teacher education institution.	Likelihood	5.4	4.8	5.1 **
	Desirability	5.8	5.5	5.6 **
More uniform supervision during teaching practice.	Likelihood	5.1	4.5	4.8 **
	Desirability	5.4	4.9	5.1 *
Supervising teachers more familiar with the purpose and content of the teacher education program.	Likelihood	5.4	5.1	5.3 *
	Desirability	5.8	5.6	5.7 **
Student teachers profit more from practice teaching.	Likelihood	5.2	4.8	5.0 **
	Desirability	5.7	5.6	5.7
Faster diffusion of new ideas, techniques, aids and curricula into the classroom.	Likelihood	5.2	4.7	4.9 **
	Desirability	5.7	5.4	5.5 *
Increased influence of the teacher education institution staff on the supervision of students during practice teaching.	Likelihood	4.8	4.3	4.5 **
	Desirability	5.0	4.4	4.7 *
Disruption of the school while the supervising teachers attend the courses.	Likelihood	3.8	4.0	3.9
	Desirability	2.1	2.2	2.2

** differences among means significant at .01 level
* differences among means significant at .05 level

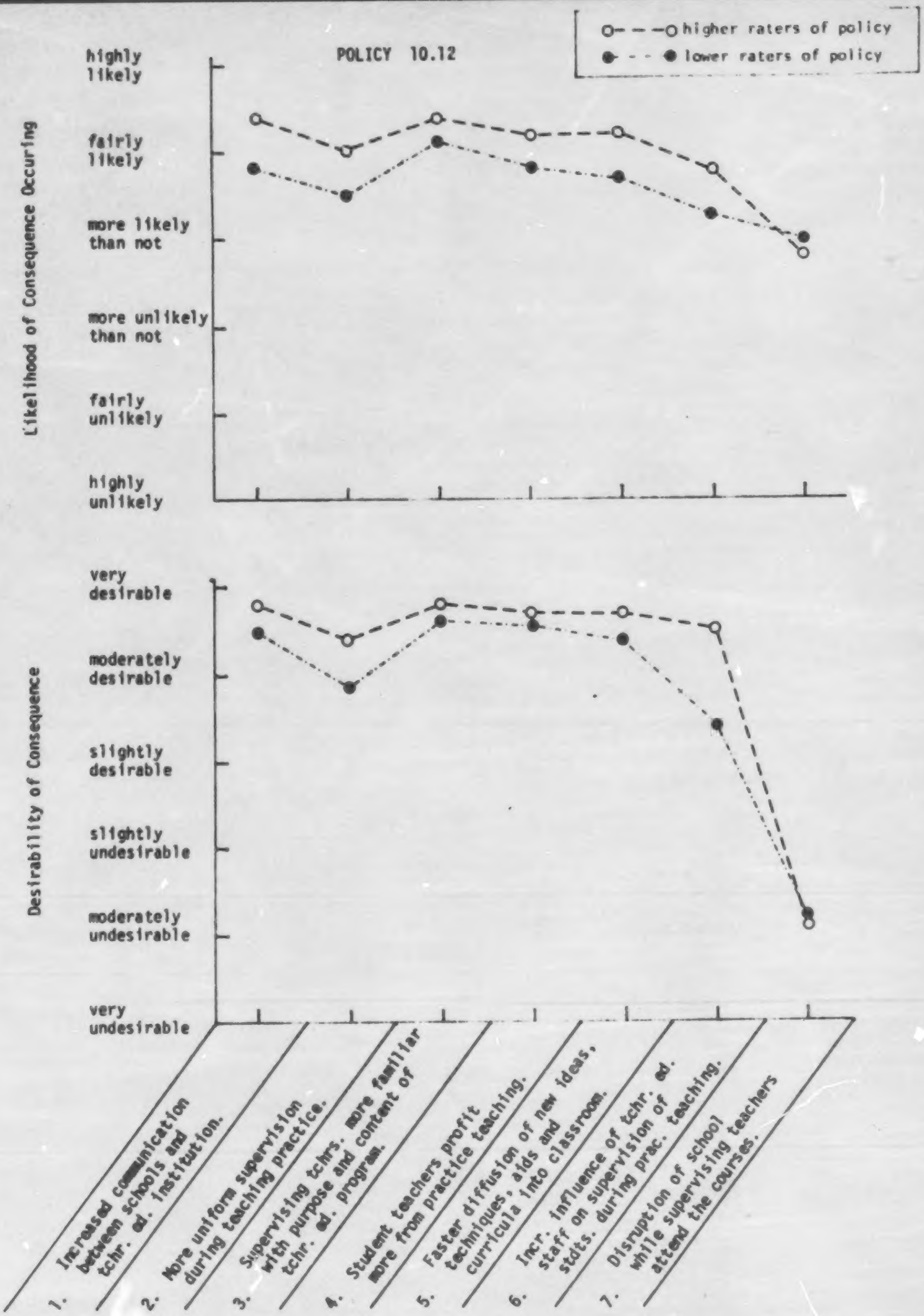

Fig. A - 10.12 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.12:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.12 Yearly courses, the equivalent of three or four days, shall be provided for teachers who supervise student teachers during their teaching practice, to prepare them for this role.

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.9	5.9	5.8	5.8	5.7	5.7	
Consequences								
Increased communication between schools and the teacher education institution.	Likelihood	4.8	5.1	5.3	5.2	3.0	5.1	
	Desirability	5.7	5.6	5.7	5.7	5.5	5.6	
More uniform supervision during teaching practice.	Likelihood	4.2	4.8	4.9	5.0	5.1	4.7	
	Desirability	4.5	5.2	5.1	5.5	5.4	5.2	
Supervising teachers more familiar with the purpose and content of the teacher education program.	Likelihood	4.9	5.6	5.4	5.4	5.1	5.1	*
	Desirability	5.5	5.7	5.8	5.7	5.6	5.7	
Student teachers profit more from practice teaching.	Likelihood	4.8	4.9	5.1	5.2	5.0	5.0	
	Desirability	5.7	5.8	5.7	5.7	5.4	5.7	
Faster diffusion of new ideas, techniques, aids and curricula into the classroom.	Likelihood	4.6	4.6	5.0	5.3	5.0	5.1	
	Desirability	5.5	5.5	5.7	5.7	5.2	5.6	*
Increased influence of the teacher education institution staff on the supervision of students during practice teaching.	Likelihood	4.6	4.4	4.8	4.3	4.6	4.7	
	Desirability	4.4	5.2	5.0	4.4	4.5	4.6	**
Disruption of the school while the supervising teachers attend the courses.	Likelihood	3.4	3.9	3.9	4.1	3.6	4.1	
	Desirability	2.0	1.9	5.1	3.2	2.4	2.2	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.13 Teachers who supervise student teachers during their teaching practice shall be provided with the opportunity for closer contact with the teacher education institution by voluntary attendance at some of the courses taken by the student teachers at the institution.

JUDGMENTS OF POLICY

Desirability

Overall mean: 4.8 (moderately desirable)

Group differences:

marginally significant differences among the respondent groups with senior administrators rating the policy as slightly desirable and all other groups rating it as moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with heads of programs rating their knowledge of the policy area as extensive; senior administrators, lecturers, teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) faster diffusion of new ideas, aids, techniques and curricula into the classroom;

(4) improved relationship between the teacher education institution and the schools where student teaching practice is conducted;

(6) staff at the teacher education institution more aware of current teaching conditions, practices and problems;

Moderately desirable:

(1) closer integration of courses at the teacher education institution and practice teaching;

(7) higher standard of supervision of teaching practice;

Respondents judged that increased disruption in practice schools (5) would be moderately undesirable and that resentment on the part of supervising teachers (3) would be very undesirable but considered neither of these to be likely consequences of this policy.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (44): policy rating = 6 ('very desirable')
lower raters (99): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 4, 6 and 7 would occur and more convinced of the desirability of 2, 4 and 6.

Those most favourably disposed to this policy were more inclined to anticipate benefits for the teacher education institution through more awareness of conditions in schools and closer integration of practice teaching with campus courses; for the schools through faster diffusion of new ideas; and for the student teachers through better supervision of practice teaching. The higher raters were more confident that these would be achieved in the context of an improved relationship between the school and the teacher education institution.

Group Differences

There were significant differences among the groups' judgments of the consequences. Lecturers were less confident than others that it would achieve a closer integration between teaching practice and campus courses and Senior administrators and parents were not as convinced as the others of the desirability of such closer integration.

GENERAL COMMENT

This policy received moderate support. Although there was general agreement that its implementation would improve teaching practice there was concern about its disruptiveness in schools during teachers' absences at courses at the teacher education institutions. There was also concern that it could create resentment among teachers though this was generally considered to be more unlikely than not.

TABLE A - 10.13:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.13 Teachers who supervise student teachers during their teaching practice shall be provided with the opportunity for closer contact with the teacher education institution by voluntary attendance at some of the courses taken by the student teachers at the institution.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.4	4.3
Heads of Teacher Education Programs	3.8	4.9
Lecturers in Teacher Education Programs	3.3	4.7
Teachers	3.1	5.2
Office Bearers in Local School Parents' Organizations	2.3	5.3
Student Teachers	2.8	4.7
Overall Means (unweighted)	3.1	4.8
Significance Tests:		
F ratio	6.0	2.5
Probability	<.001	<.04

Rank of Policy:

by overall mean desirability = 44=
by degree of consensus among groups = 47
by degree of consensus within groups = 38

TABLE A - 10.13:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.13 Teachers who supervise student teachers during their teaching practice shall be provided with the opportunity for closer contact with the teacher education institution by voluntary attendance at some of the courses taken by the student teachers at the institution.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.4	
Consequences				
Closer integration of courses at the teacher education institution and practice teaching.	Likelihood	5.3	4.7	5.0 **
	Desirability	5.5	5.2	5.3
Faster diffusion of new ideas, aids, techniques and curricula into the classroom.	Likelihood	5.3	4.6	4.9 **
	Desirability	5.9	5.5	5.7 **
Resentment on the part of supervising teachers.	Likelihood	2.4	2.9	2.6 *
	Desirability	1.5	1.5	1.5
Improved relationship between the teacher education institution and the schools where student teaching practice is conducted.	Likelihood	5.0	4.4	4.7 **
	Desirability	4.7	5.3	5.5 *
Increased disruption of teaching in practice schools.	Likelihood	3.2	3.6	3.4 *
	Desirability	2.0	2.0	2.0
Staff at the teacher education institution more aware of current teaching conditions, practices and problems.	Likelihood	5.2	4.8	5.0 *
	Desirability	5.8	5.5	5.6 *
Higher standard of supervision of teaching practice.	Likelihood	5.1	4.6	4.8 **
	Desirability	5.2	5.5	5.3

** differences among means significant at .01 level
* differences among means significant at .05 level

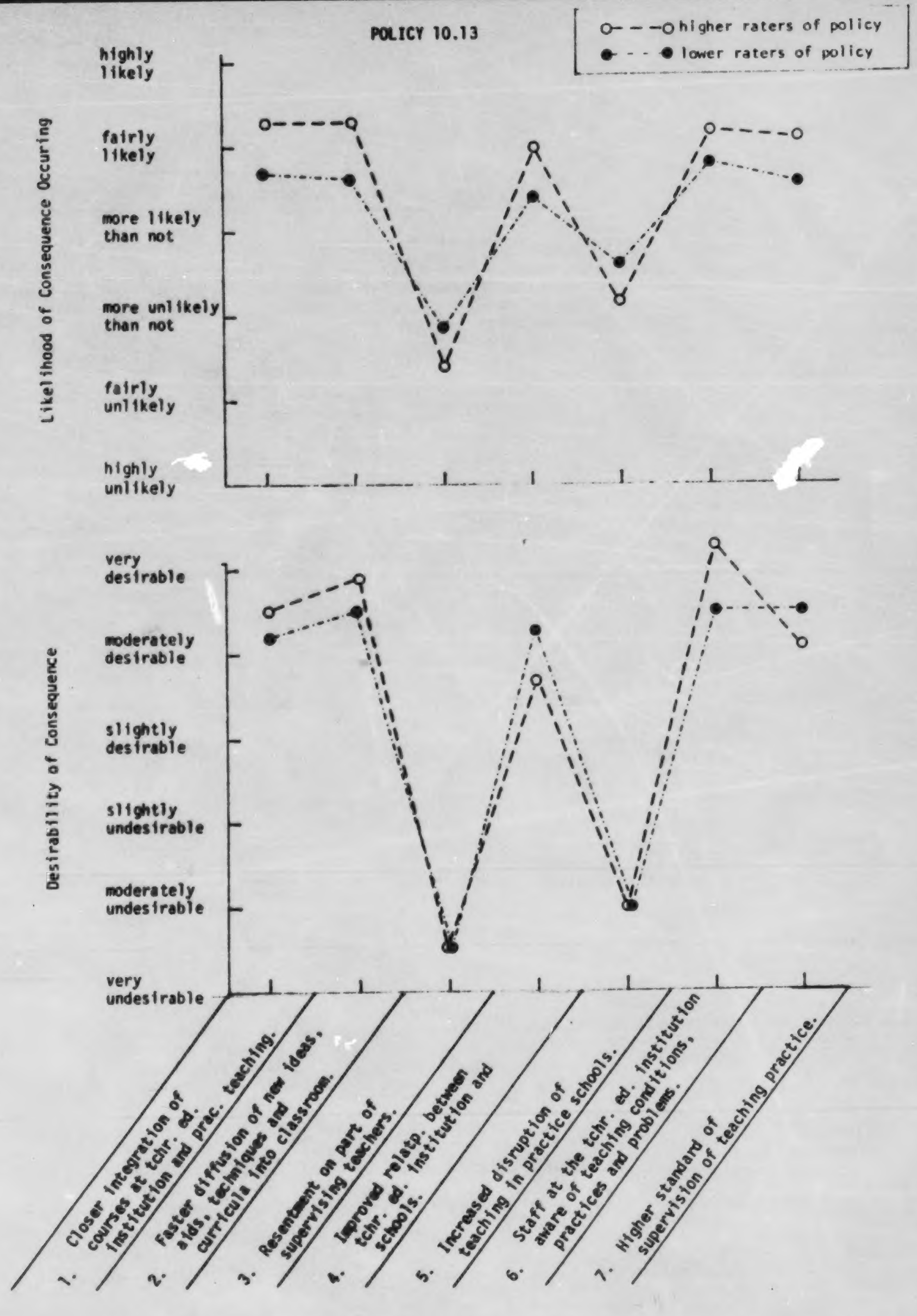

Fig. A - 10.13 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

TABLE A - 10.13:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.13 Teachers who supervise student teachers during their teaching practice shall be provided with the opportunity for closer contact with the teacher education institution by voluntary attendance at some of the courses taken by the student teachers at the institution.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		4.3	4.9	4.7	5.2	5.3	4.7	
Consequences								
Closer integration of courses at the teacher education institution and practice teaching.	Likelihood	4.9	5.0	4.5	5.3	5.1	5.1	**
	Desirability	*4.8*	*6.0*	*5.7*	*5.4*	*4.8*	*5.4*	**
Faster diffusion of new ideas, aids, techniques and curricula into the classroom.	Likelihood	4.7	4.7	4.9	5.3	5.0	5.0	
	Desirability	*5.8*	*5.6*	*5.8*	*5.9*	*5.3*	*5.8*	*
Resentment on the part of supervising teachers.	Likelihood	2.2	2.3	2.9	2.5	3.0	2.9	
	Desirability	*1.4*	*1.6*	*1.3*	*1.4*	*1.6*	*1.6*	
Improved relationship between the teacher education institution and the schools where student teaching practice is conducted.	Likelihood	4.7	4.8	4.5	4.8	4.7	4.6	
	Desirability	*5.2*	*5.6*	*5.8*	*5.7*	*5.4*	*5.3*	*
Increased disruption of teaching in practice schools.	Likelihood	2.6	3.5	3.4	3.8	3.4	3.6	
	Desirability	*1.8*	*1.8*	*2.0*	*2.1*	*2.3*	*1.9*	
Staff at the teacher education institution more aware of current teaching conditions, practices and problems.	Likelihood	4.8	5.0	5.0	5.2	5.0	5.1	
	Desirability	*5.3*	*5.7*	*5.7*	*5.7*	*5.6*	*5.8*	
Higher standard of supervision of teaching practice.	Likelihood	4.6	4.7	4.8	5.0	5.0	4.9	
	Desirability	*5.1*	*5.8*	*5.7*	*5.1*	*5.3*	*5.0*	

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.14 There shall be regular interaction between academic staff in teacher education programs and supervising teachers in practice schools.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.9 (very desirable)

Group differences:

significant differences among respondent groups but with all groups rating policy close to the 'very desirable' end of the scale.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups rating their knowledge as extensive; teachers and student teachers rating theirs as moderate and parents rating theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(1) supervising teachers more aware of the aims of the teacher education program;

(2) better supervision of student teachers during teaching practice;

(4) increased feedback to teacher education institutions on the effectiveness of the program;

(5) supervising teachers more familiar with current educational theory and practice;

(6) teacher educators more in touch with the point of view and problems of practising teachers;

(7) improved relations between schools and teacher education institutions;

Slightly undesirable:

(3) increased demands on the time of supervising teachers.

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters	(156):	policy rating = 6 ('very desirable')
lower raters	(11):	policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Almost all respondents used the category 'very desirable' for this policy. There were no significant differences in judgments of the consequences between those who did and those who did not.

Group Differences

There were significant differences among groups' judgments of the consequences, primarily due to differences between teachers and the others. Teachers were less confident that they would become more aware of the aims of the teacher education programs and not as convinced that it was desirable they should. Nor were they as convinced of the desirability of better supervision of student teachers or of supervising teachers being more familiar with current educational theory and practice. Teachers, student teachers and senior administrators were less convinced that the policy would improve relationships between schools and teacher education institutions.

GENERAL COMMENT

This policy met with very strong approval. Respondents were confident that it would be valuable for both teacher education institutions and schools and therefore, for student teachers.

TABLE A - 10.14:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.14 There shall be regular interaction between academic staff in teacher education programs and supervising teachers in practice schools.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	3.8	5.8
Heads of Teacher Education Programs	4.4	6.0
Lecturers in Teacher Education Programs	4.1	5.9
Teachers	3.3	5.9
Office Bearers in Local School Parents' Organizations	2.2	5.8
Student Teachers	3.5	6.0
Overall Means (unweighted)	3.0	5.9
Significance Tests:		
F ratio	33.1	4.0
Probability	<.001	<.002

Rank of Policy:

by overall mean desirability = 2
by degree of consensus among groups = 58
by degree of consensus within groups = 1

TABLE A - 10.14:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.14 There shall be regular interaction between academic staff in teacher education programs and supervising teachers in practice schools.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	5.0	
Consequences				
Supervising teachers more aware of the aims of the teacher education program.	Likelihood	5.2	5.2	5.2
	Desirability	5.7	5.5	5.6
Better supervision of student teachers during teaching practice.	Likelihood	5.2	5.2	5.1
	Desirability	5.7	5.5	5.6
Increased demands on the time of supervising teachers.	Likelihood	4.7	5.1	4.9
	Desirability	3.7	2.9	3.3
Increased feedback to teacher education institutions on the effectiveness of the program.	Likelihood	5.3	5.0	5.1
	Desirability	5.8	5.6	5.7
Supervising teachers more familiar with current educational theory and practice.	Likelihood	5.1	5.0	5.0
	Desirability	5.7	5.7	5.7
Teacher educators more in touch with the point of view and problems of practising teachers.	Likelihood	5.3	5.1	5.2
	Desirability	5.8	5.7	5.8
Improved relations between schools and teacher education institutions.	Likelihood	5.1	4.7	4.9
	Desirability	5.8	5.6	5.7

** differences among means significant at .01 level
* differences among means significant at .05 level

TABLE A - 10.14:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.14 **There shall be regular interaction between academic staff in teacher education programs and supervising teachers in practice schools.**

		Admin-istra-tors.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.8	6.0	5.9	5.9	5.8	6.0	
Consequences								
Supervising teachers more aware of the aims of the teacher education program.	**Likelihood**	5.3	5.6	5.3	4.5	5.3	5.2	**
	Desirability	*5.9*	*5.8*	*5.9*	*5.2*	*5.7*	*5.7*	**
Better supervision of student teachers during teaching practice.	**Likelihood**	5.0	5.4	5.3	4.7	5.2	5.1	
	Desirability	*5.7*	*5.9*	*5.9*	*5.2*	*5.6*	*5.6*	**
Increased demands on the time of supervising teachers.	**Likelihood**	4.8	5.0	5.0	4.8	4.6	4.4	
	Desirability	*4.1*	*3.9*	*3.5*	*3.3*	*3.8*	*3.8*	
Increased feedback to teacher education institutions on the effectiveness of the program.	**Likelihood**	5.2	5.3	5.4	5.0	5.4	5.1	
	Desirability	*5.9*	*5.8*	*5.8*	*5.6*	*5.6*	*5.8*	
Supervising teachers more familiar with current educational theory and practice.	**Likelihood**	4.6	5.3	5.1	5.0	5.3	5.0	
	Desirability	*6.0*	*5.7*	*5.9*	*5.4*	*5.7*	*5.6*	*
Teacher educators more in touch with the point of view and problems of practising teachers.	**Likelihood**	5.1	5.3	5.3	6.2	5.3	5.1	
	Desirability	*6.0*	*5.8*	*5.9*	*5.9*	*5.7*	*5.7*	
Improved relations between schools and teacher education institutions.	**Likelihood**	4.7	5.3	5.2	4.9	5.2	4.7	**
	Desirability	*6.0*	*5.8*	*5.9*	*5.6*	*5.8*	*5.7*	*

** differences among means significant at .01 level
* differences among means significant at .05 level

POLICY 10.15 Staff of teacher education programs shall keep in touch with classroom realities through regular periods of classroom teaching in schools.

JUDGMENTS OF POLICY

Desirability

Overall mean: 5.4 (moderately to very desirable)

Group differences:

significant differences among respondent groups with teachers, student teachers and parents rating the policy as very desirable and the administrative and academic groups rating it as moderately desirable.

Extent of Knowledge of Policy

Group differences:

significant differences among groups with the administrative and academic groups and teachers rating their knowledge of the policy area as extensive; student teachers rating theirs as moderate and parents theirs as limited.

JUDGMENTS OF CONSEQUENCES

Overall Judgments

Respondents overall judged that if this policy were implemented the following consequences would occur:

Very desirable:

(2) faster diffusion of new ideas, techniques, aids and curricula into the classroom;

(6) teacher education programs more relevant to the requirements of teaching in schools;

Moderately desirable:

(1) increased credibility for the teacher education institutions;

(4) teacher educators able to participate directly in innovations in the schools;

(5) increased pressure for all academic staff in teacher education programs to be qualified teachers;

Slightly undesirable:

(7) teacher education programs oriented more to existing classroom practice than to changing it;

Moderately undesirable:

(3) increased disruption of school programs

Influences of Consequences on Policy Ratings

Categorization of respondents by policy rating:

higher raters (101): policy rating = 6 ('very desirable')
lower raters (62): policy rating < 6 (any response less than 'very desirable')

Differences between higher and lower raters:

Higher raters of the policy were more confident than lower raters that the desirable consequences 1, 2, 4 and 6 would occur and more convinced of the desirability of 1 and 6. They were also not as convinced of the undesirability of 7.

Those most favourably disposed toward the policy were more confident that it would increase the credibility of teacher education institutions, more speedily bring innovations to the schools and allow teacher educators to participate in their implementation, and make teacher education programs more relevant to requirements of teaching in schools. They were also less convinced that it would be undesirable for teacher education programs to be oriented more to maintaining than to changing existing classroom practices.

Group Differences

There were significant differences among groups' judgments of the consequences. The administrative and academic groups, who were less strongly convinced of the desirability of the policy, were more convinced that it would be undesirable for teacher education programs to be oriented toward maintaining existing classroom practice rather than changing it, though they were not as convinced as some of the others of the likelihood of this occurring. They were also more inclined to expect the policy to increase pressure for all academic staff in teacher education institutions to be qualified teachers - a practice thought desirable by all respondent groups.

GENERAL COMMENT

This policy received quite strong support. Although there was some concern that it might be more disruptive of schools and make teacher education programs less oriented towards changing classroom practice, it was considered likely to have important advantages for both teacher education institutions and schools. For the former it would increase their credibility, increase the pressure on them to approve only qualified teachers to their staff as well as giving their staff an opportunity to participate in innovations in the schools. For the latter it would ensure that new ideas reached them faster and teacher education programs were more oriented to the school situation.

TABLE A - 10.15:1

Mean Ratings by Groups of Respondents of Extent of Knowledge of Policy Area and Desirability of Policy

Policy 10.15 Staff of teacher education programs shall keep in touch with classroom realities through regular periods of classroom teaching in schools.

	Extent of Knowledge of Policy Area	Desirability of Policy
Senior Educational Administrators	4.0	5.3
Heads of Teacher Education Programs	4.0	4.9
Lecturers in Teacher Education Programs	4.0	5.0
Teachers	3.6	5.9
Office Bearers in Local School Parents' Organizations	2.1	5.6
Student Teachers	3.3	5.8
Overall Means (unweighted)	3.5	5.4
Significance Tests:		
F ratio	28.7	7.0
Probability	<.001	<.001

Rank of Policy:

by overall mean desirability = 25
by degree of consensus among groups = 68=
by degree of consensus within groups = 28

TABLE A - 10.15:2
Mean Ratings by Higher and Lower Raters on Policy and Consequences of Policy Implementation.

Policy 10.15 Staff of teacher education programs shall keep in touch with classroom realities through regular periods of classroom teaching in schools.

		Higher Raters of Policy	Lower Raters Of Policy	Overall
Desirability of Policy		6.0	4.4	
Consequences				
Increased credibility for the teacher education institutions.	Likelihood	5.2	4.5	4.8
	Desirability	5.8	5.1	5.4 **
Faster diffusion of new ideas, techniques, aids and curricula into the classroom.	Likelihood	5.1	4.7	4.9
	Desirability	5.7	5.5	5.6
Increased disruption of school programs.	Likelihood	3.7	4.0	3.9
	Desirability	2.6	2.3	2.4
Teacher educators able to participate directly in innovations in the schools.	Likelihood	5.0	4.6	4.8 **
	Desirability	5.4	5.1	5.2
Increased pressure for all academic staff in teacher education programs to be qualified teachers.	Likelihood	4.8	4.7	4.8
	Desirability	4.8	4.4	4.6
Teacher education programs more relevant to the requirements of teaching in schools.	Likelihood	5.2	4.8	5.0 **
	Desirability	5.7	5.3	5.5 **
Teacher education programs oriented more to existing classroom practice than to changing it.	Likelihood	3.8	3.6	3.7
	Desirability	3.2	2.3	2.7 **

** differences among means significant at .01 level
* differences among means significant at .05 level

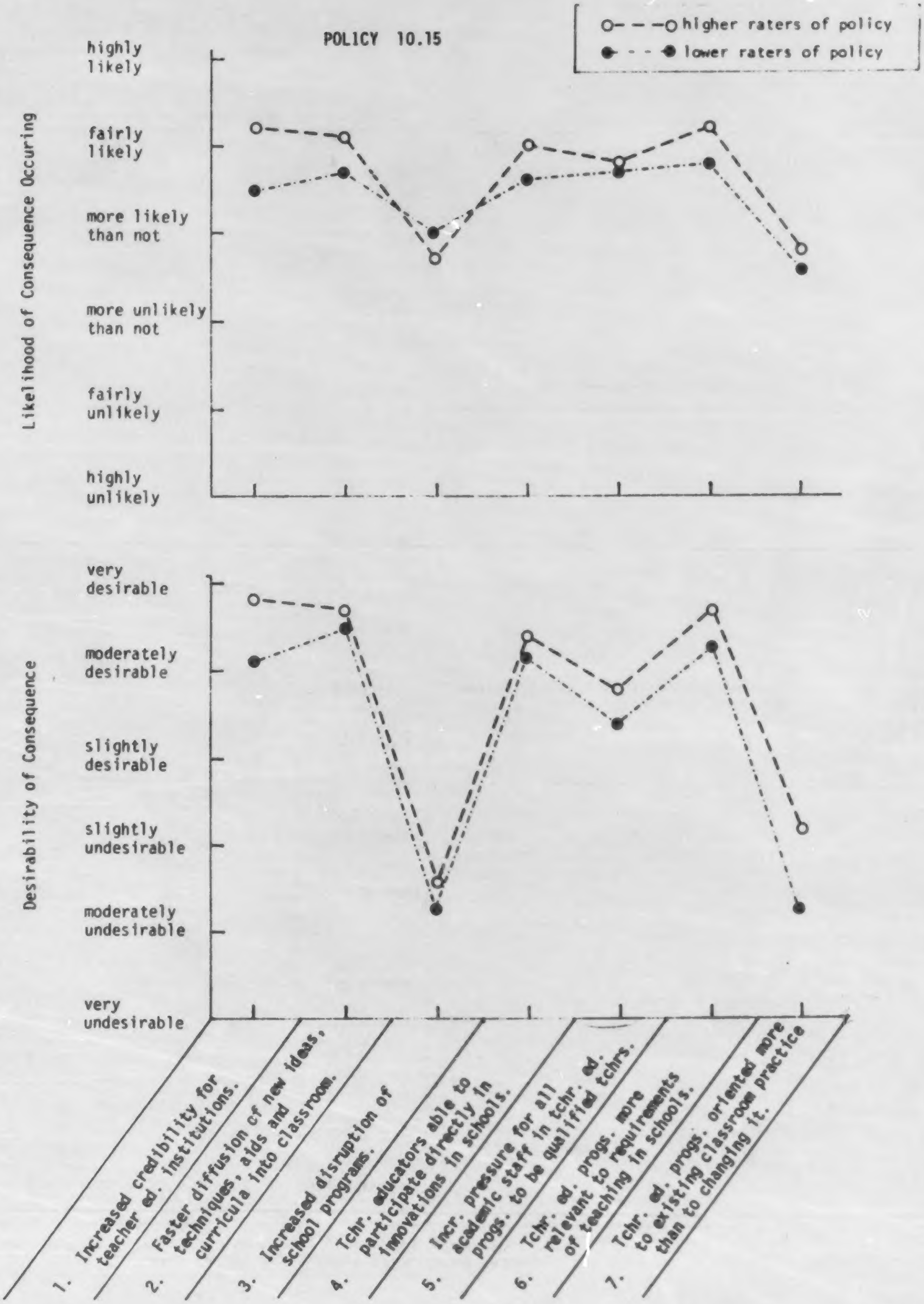

Fig. A - 10.15 Mean Ratings By Higher and Lower Raters on Consequences of Policy Implementation.

A - 10.15:3

Mean Ratings by Groups of Respondents On Policy and Consequences of Policy Implementation

POLICY 10.15 Staff of teacher education programs shall keep in touch with classroom realities through regular period of classroom teaching in schools.

		Administrators.	Heads of Prog.	Lect.	Tchrs.	Parents	Stud. Tchrs.	
Desirability Of Policy		5.3	4.9	5.0	5.9	5.6	5.8	
Consequences								
Increased credibility for the teacher education institutions.	**Likelihood**	5.1	4.9	4.8	4.7	4.8	4.7	
	Desirability	*5.7*	*5.6*	*5.6*	*5.4*	*5.2*	*5.1*	
Faster diffusion of new ideas, techniques, aids and curricula into the classroom.	**Likelihood**	4.5	5.0	4.9	5.0	5.1	4.9	
	Desirability	*5.5*	*5.7*	*5.7*	*5.4*	*5.5*	*5.6*	
Increased disruption of school programs.	**Likelihood**	3.9	3.8	4.0	4.0	3.5	3.9	
	Desirability	*2.6*	*2.5*	*2.3*	*2.7*	*2.2*	*2.3*	
Teacher educators able to participate directly in innovations in the schools.	**Likelihood**	5.1	5.2	5.0	4.4	4.5	4.7	
	Desirability	*5.6*	*5.7*	*5.6*	*4.7*	*4.7*	*5.2*	**
Increased pressure for all academic staff in teacher education programs to be qualified teachers.	**Likelihood**	4.9	5.0	5.1	4.8	4.4	4.6	**
	Desirability	*4.7*	*4.8*	*4.9*	*4.9*	*4.0*	*4.2*	
Teacher education programs more relevant to the requirements of teaching in schools.	**Likelihood**	4.9	5.1	5.1	4.9	5.0	5.1	
	Desirability	*5.4*	*5.4*	*5.7*	*5.6*	*5.4*	*5.6*	
Teacher education programs oriented more to existing classroom practice than to changing it.	**Likelihood**	3.4	3.9	3.3	3.5	3.7	4.1	**
	Desirability	*2.6*	*2.6*	*2.1*	*3.0*	*3.2*	*3.0*	**

** differences among means significant at .01 level
* differences among means significant at .05 level

APPENDIX B

SEQUENCE AND FORMAT OF QUESTIONNAIRES

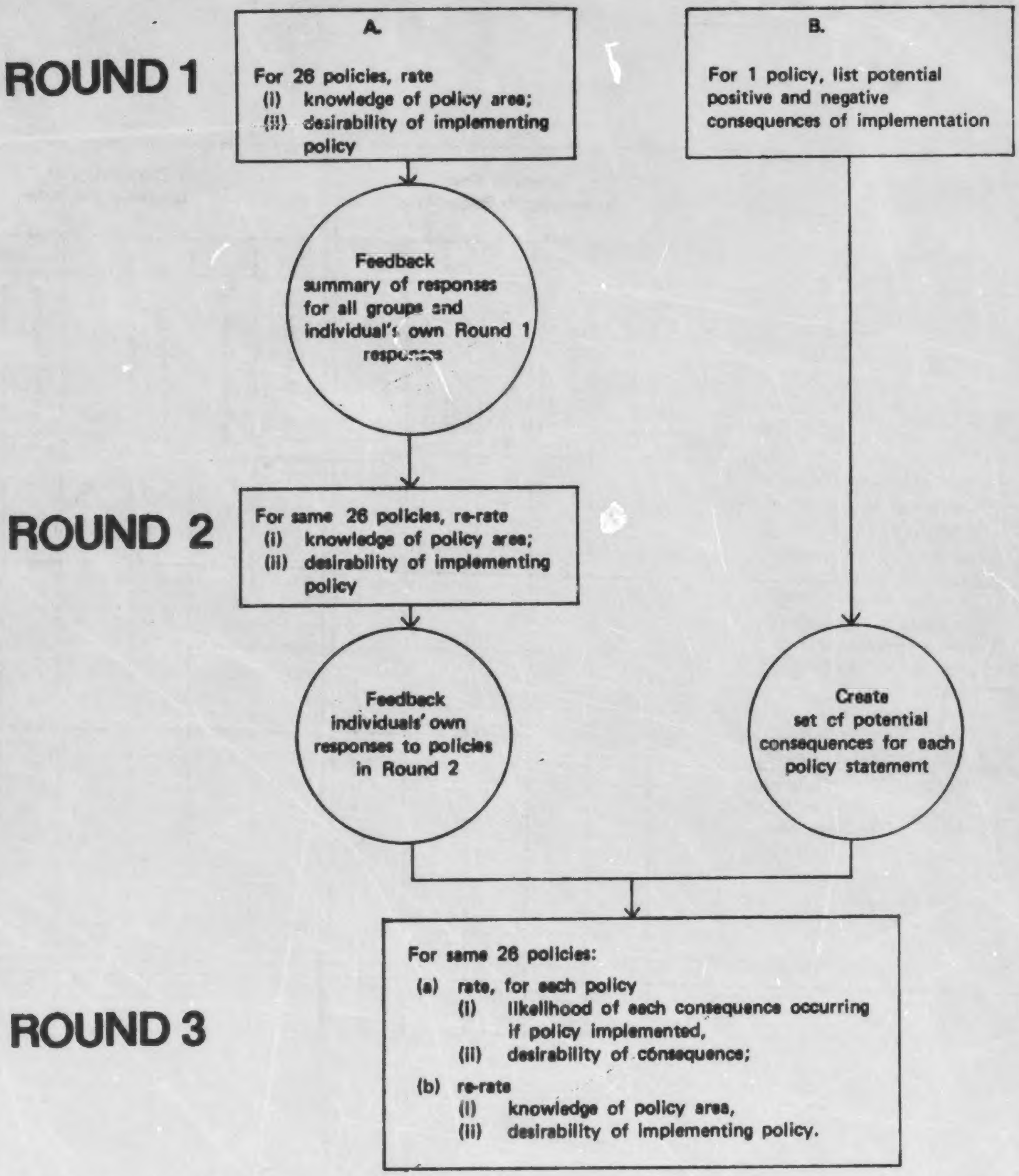
ROUND 1
A.
For 26 policies, rate
(i) knowledge of policy area;
(ii) desirability of implementing policy
B.
For 1 policy, list potential positive and negative consequences of implementation
Feedback
summary of responses for all groups and individual's own Round 1 responses
ROUND 2
For same 26 policies, re-rate
(i) knowledge of policy area;
(ii) desirability of implementing policy
Feedback
individuals' own responses to policies in Round 2
Create
set of potential consequences for each policy statement
ROUND 3
For same 26 policies:
(a) rate, for each policy
(i) likelihood of each consequence occurring if policy implemented,
(ii) desirability of consequence;
(b) re-rate
(i) knowledge of policy area,
(ii) desirability of implementing policy.

Fig. B - 1 Sequence and Purposes of Questionnaires

Possible Future Policies	Extent of Your Knowledge of Policy Area					Desirability of Implementing Policy					
	Very Limited	Limited	Moderate	Extensive	Very Extensive	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Slightly Desirable	Moderately Desirable	Very Desirable
1. Projections of future needs for teachers shall determine the extent of provision of different types of courses of teacher education (e.g. primary vs. secondary; science/mathematics vs. humanities) at different institutions.	1	2	3	4	5	1	2	3	4	5	6
2. When selecting students for a teacher education program preference shall be given to those who have had a break of a year or more since completing their secondary education.	1	2	3	4	5	1	2	3	4	5	6
3. etc	1	2	3	4	5	1	2	3	4	5	6

Fig. B - 2 Format of Round 1 Questionnaire

Possible Future Policy	Extent of Your Knowledge of Policy Area					Desirability of Implementing Policy					
	Very Limited	Limited	Moderate	Extensive	Very Extensive	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Slightly Desirable	Moderately Desirable	Very Desirable
All secondary school teachers shall be required to have the equivalent of three years full-time preparation for teaching											
Senior Administrators			◆	─	─			─	─	◆	
Principals of Teachers' Colleges etc.				─	◆					─	◆
Lecturers in Education			─	◆						◆	─
School teachers and principals			◆	─			─	─	◆	─	
Officials in Parents organizations		◆	─					─	─	◆	─
Student teachers			◆				─	◆	─	─	
Your previous response	1	2	3	4	5	1	2	3	4	5	6
Your new response	1	2	3	4	5	1	2	3	4	5	6

Fig. B - 3 Format of Round 2 Questionnaire

Possible Future Policy	Likelihood That Consequence Will Follow From Policy Implementation						Desirability Of Consequence					
	Highly Unlikely	Fairly Unlikely	More Unlikely Than Not	More Likely Than Not	Fairly Likely	Highly Likely	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Slightly Desirable	Moderately Desirable	Very Desirable
1. The new teacher in his first year of teaching shall be released for attendance at a professional centre for the equivalent of not less than one day per week, with the possibility of extended periods of attendance being arranged.												
Possible Consequences												
(i) Less need for more experienced teachers in the school to provide support and guidance for the new teacher.	1	2	3	4	5	6	1	2	3	4	5	6
(ii) Faster diffusion of new ideas, techniques, aids and curricula into the classroom	1	2	3	4	5	6	1	2	3	4	5	6
(iii) Disruption of the school when the new teacher attends a professional centre.	1	2	3	4	5	6	1	2	3	4	5	6
(iv) Fewer teachers leaving the profession in their first years of teaching	1	2	3	4	5	6	1	2	3	4	5	6
(v) Increased support and guidance for the new teacher as he faces the problems of teaching	1	2	3	4	5	6	1	2	3	4	5	6
(vi) Increased communication between teacher education institutions and schools.	1	2	3	4	5	6	1	2	3	4	5	6
(vii) Upgraded standard of teaching in schools.	1	2	3	4	5	6	1	2	3	4	5	6

	Extent of Your Knowledge of Policy Area					Desirability of Implementing Policy					
	Very Limited	Limited	Moderate	Extensive	Very Extensive	Very Undesirable	Moderately Undesirable	Slightly Undesirable	Slightly Desirable	Moderately Desirable	Very Desirable
Your previous response	1	2	3	4	5	1	2	3	4	5	6
Your new response	1	2	3	4	5	1	2	3	4	5	6

Fig. B - 4 Format of Round 3 Questionnaire

APPENDIX C

STATISTICAL ANALYSIS PROCEDURES

C 1 ANALYSES OF JUDGMENTS OF POLICIES

C 1.1 Group Differences

Separate one-way analyses of variance were performed for the judgments of knowledge of the policy area and the judgments of desirability for each of the 78 policies. These analyses test the significance of the differences among the mean judgments of the respondent groups. The group means are shown for each policy in Appendix A together with the *F* ratio and its level of significance. If the probability value for the *F* ratio is greater than 0.05 the population means for the groups are assumed to be equal.

The overall mean response is calculated as the mean of the group means, that is it is an unweighted overall mean. If it had been calculated as the overall mean of all individual responses, that is as a weighted mean of the group means, it would have been influenced more by the responses of groups with the larger numbers of respondents. Group means based on larger numbers are more stable, that is estimated with less error, but that does not provide grounds for giving them more influence in the estimate of the level of the overall mean.

C 1.2 Rankings of Policies

On the bases of the judgments of desirability for each of the policies, the 78 policies were ranked on three criteria. The rankings on these criteria are shown at the foot of the table of mean ratings by groups of respondents of extent of knowledge of policy area and desirability of policy for each of the policies. Where a policy had the same rank as one or more others, the same rank was allocated to each and an "equals" sign inserted after the rank to indicate that it was shared with others.

The first criterion for ranking policies was the overall mean judgment of desirability. A rank of "1" was allocated to the most desirable policy and a rank of "78" to the least desirable policy.

The second criterion for ranking policies was the degree of consensus among the respondent groups in their judgments of the desirability of the policy. Rather than using the sum of squares between group means to obtain an absolute index of consensus, a relative index which took account also of the degree of consensus within groups was used. The ratio of the among groups and between groups mean squares, that is the *F* ratio, could have been used but the number of respondents varied among policies. The probability level for the *F* ratio was, therefore, used as the index for ranking the policies since it takes account of both the size of the ratio and the number of respondents (expressed as degrees of freedom).

The third criterion for ranking policies was the degree of consensus within the respondent groups in their judgment of the desirability of the policy. A pooled estimate of the standard error of estimation of the group means was used as the index on which to establish this ranking.

On both the second and third criteria a rank of "1" indicates the greatest degree of consensus and a rank of "78" indicates the lowest degree.

C 2 ANALYSIS OF JUDGMENTS OF CONSEQUENCES

C 2.1 Categorization of Respondents

The obvious categorization of respondents for the analysis of the judgments of the consequences was groupings for which representation had been sought in the original sampling. A further categorization was created, however, since group differences in judgments of consequences were not the only differences of interest. The relationship between individual differences in ratings of the consequences of a policy and individual differences in ratings of the desirability of the policy, regardless of the individual's group membership, were also of interest.

All respondents to a given policy were grouped, on the basis of a median split, into those who rated the desirability of the policy more highly (higher raters) and those who rated it less highly (lower raters). Since responses were expressed on only a six-point scale a strict median split was usually not possible. Respondents were split into two groups as nearly equal as possible. The response categories used by the higher raters and those used by the lower raters, and the numbers of respondents in each group are reported for each policy in Appendix A.

Since the grouping was achieved on the basis of an overall median split, or the closest possible approximation to it, the proportions of respondents among the higher and lower raters varied among respondent groups. In some extreme cases it was possible for no members of a group to be in one of the categories of raters. For example, on Policy 2.2, of the 141 respondents, 105 used the response category "very desirable." The higher raters then were these 105 respondents. The lower raters were the remaining 36 respondents who used one of the lower categories. In this case, in fact, all the senior administrators were in the higher raters category and none in the lower.

C 2.2 Ordering of Effects in the Two-Way ANOVA

Judgments of the consequences were analyzed for each policy in a two-way multivariate analysis of variance using the fourteen judgments of consequences, one for likelihood of occurrence and one for desirability for each of the seven consequences, as dependent variables. One factor in the design was respondent group and the other level of judgment of the policy, the latter using the higher and lower rater categorization already described. Univariate tests of significance were examined and interpreted only if the multivariate test was significant.

In two-way analyses of variance such as these with unequal cell frequencies, the effects are not orthogonal. The data were analyzed using the computer program MULTIVARIANCE (Finn, 1972) which orthogonalizes the effects in order to achieve a partitioning of the sums of squares and cross products matrices. The order in which the effects are entered, however, makes a difference to the results (Finn, 1974). For example, if the between raters effect is entered first, the other main effect for differences among groups will be based on only the residual sums of squares and cross products not attributable to differences between higher and lower raters. In the analyses for this study the effects were ordered in this way.

In some cases where the distributions of respondents in the higher and lower raters categories varied markedly between groups, the residual differences among groups in their judgments of the consequences were not significant even though there were significant differences among them in their judgments of the policies. These policy differences were then explicable primarily in terms of differences between higher and lower policy raters. Where there were no group differences in judgments of a policy, the analysis of the differences in judgments of the consequences between higher and lower policy raters still allowed an explication of the crucial concerns which differentiated those who approved the policy most strongly from the rest.

The mean judgments of the consequences by higher and lower policy raters are tabulated for all policies in Appendix A. Mean judgments by the groups, reflecting only residual differences not attributable to differences between higher and lower raters, are presented only where those residual differences were significant. These means are not observed marginal means from the two-way tables but estimated means derived from the model. Where the groups by raters interaction was not significant the main effect means were estimated using a model with no interaction term. (The significance tests reported are, however, based on the full model with the interaction sums of squares and cross products not included with the within cells sums of squares and cross products for the error term.) Where the interaction was significant it was, of course, included in the model.

In cases with empty cells, such as the cell for senior administrators in the lower raters category in Policy 2.2, means are still estimated both for the cells and the marginals. They can have somewhat unusual values, however, as Table A-2.2:3 on page A-56 reveals. In this table one mean is estimated as 7.1 and another as -0.9 even though responses were on a 1 to 6 scale.

C 2.3 Identification of Consequences Judged Likely to Occur

Judgments of likelihood of occurrence of the consequences were made using a scale from 1 = highly unlikely to 6 = highly likely. A mean response of 3.5 would represent equivocation between thinking occurrence likely and thinking it unlikely. In order to determine whether the overall mean could be said to represent a judgment of 'more likely than not to occur' a confidence interval was established around 3.5 for each consequence on each policy. This interval was set up to bound all but 5 percent of cases likely to occur by chance variation of responses for which the population mean was 3.5. The upper boundary was thus set at 3.5 + (1.96 x std. error of mean).

If the overall mean rating of likelihood were greater than computed value the consequence is reported in Appendix A as having been judged likely to occur.

Where there were significant differences between higher and lower raters or among respondent groups in the judgment of likelihood of occurrence (as indicated by asterisks in the tables in Appendix A) the overall mean is less important. In those cases the further comments about such differences should be noted.